

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**National Resource Centers and Foreign Language and Area Studies Fellowships**

**CFDA # 84.015A**

**PR/Award # P015A180124**

**Grants.gov Tracking#: GRANT12659923**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180124

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☐ Application  
☒ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/25/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

GRANT12659359

5b. Federal Award Identifier:

### State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name: Arizona Board of Regents, University of Arizona

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

742652689

\* c. Organizational DUNS:

8063456170000

### d. Address:

\* Street1:

P. O. Box 210158, Rm 510

Street2:

\* City:

Tucson

County/Parish:

\* State:

AZ: Arizona

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

85721-0158

### e. Organizational Unit:

Department Name:

Ctr for Middle Eastern Studies

Division Name:

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mr.

\* First Name:

Paul

Middle Name:

\* Last Name:

Sandoval

Suffix:

Title: Director Postaward Services

Organizational Affiliation:

Sponsored Projects & Contracting Services

\* Telephone Number:

520-626-6000

Fax Number:

520-626-4130

\* Email:

sponsor@email.arizona.edu

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## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

S: Hispanic-serving Institution

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

### \* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

\* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

### 13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

Middle East National Resource Center and Foreign Language and Area Studies Fellowships Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="561,486.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="561,486.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

Arizona Board of Regents, University of Arizona

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	138,937.00	128,398.00	140,786.00	133,306.00		541,427.00
2. Fringe Benefits	39,023.00	35,228.00	39,336.00	35,267.00		148,854.00
3. Travel	12,186.00	9,446.00	9,348.00	13,104.00		44,084.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	4,300.00	4,300.00	4,300.00	4,300.00		17,200.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	33,782.00	44,762.00	38,661.00	44,464.00		161,669.00
9. Total Direct Costs (lines 1-8)	228,228.00	222,134.00	232,431.00	230,441.00		913,234.00
10. Indirect Costs*	18,258.00	17,771.00	18,595.00	18,435.00		73,059.00
11. Training Stipends	315,000.00	315,000.00	315,000.00	315,000.00		1,260,000.00
12. Total Costs (lines 9-11)	561,486.00	554,905.00	566,026.00	563,876.00		2,246,293.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 05/08/2018 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): US Department of Health & Human Services

The Indirect Cost Rate is 47.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P015A180124

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Arizona Board of Regents, University of Arizona	

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Kirsten A Sherman-Haynes	Interim Vice President for Research
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
Arizona Board of Regents, University of Arizona	06/25/2018

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
☒ Prime    ☐ SubAwardee  
 \* Name   
 \* Street 1     Street 2   
 \* City     State     Zip   
 Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input style="width: 100%;" type="text" value="United States Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input style="width: 100%;" type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input style="width: 80px;" type="text" value="84.015"/>
---	---

<b>8. Federal Action Number, if known:</b> <input style="width: 100%;" type="text"/>	<b>9. Award Amount, if known:</b> \$ <input style="width: 100px;" type="text"/>
---	--

**10. a. Name and Address of Lobbying Registrant:**  
 Prefix     \* First Name     Middle Name   
 \* Last Name     Suffix   
 \* Street 1     Street 2   
 \* City     State     Zip

**b. Individual Performing Services** (including address if different from No. 10a)  
 Prefix     \* First Name     Middle Name   
 \* Last Name     Suffix   
 \* Street 1     Street 2   
 \* City     State     Zip

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

**\* Signature:**   

* Name:	Prefix <input style="width: 50px;" type="text"/>	* First Name <input style="width: 100px;" type="text" value="Kimberly"/>	Middle Name <input style="width: 100px;" type="text" value="L."/>
	* Last Name <input style="width: 150px;" type="text" value="Ogden"/>	Suffix <input style="width: 50px;" type="text" value="PhD"/>	

Title: <input style="width: 150px;" type="text" value="Interim Vice President for Research"/>	Telephone No.: <input style="width: 100px;" type="text" value="520-626-6000"/>	Date: <input style="width: 100px;" type="text" value="06/25/2018"/>
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## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1234-GEPA statement -final.pdf

Add Attachment

Delete Attachment

View Attachment

**GEPA STATEMENT**  
**University of Arizona Center for Middle Eastern Studies**

The Center for Middle Eastern Studies (CMES) will continue its efforts to ensure that students, faculty, and other program beneficiaries are aware and take advantage of existing University and Center programs that benefit people with special needs. The Center adheres to the University of Arizona (UA) mission's core values that encourage a "diverse and inclusive community." The following steps will continue to be taken to ensure equitable access to, and participation in, Center programming.

CMES is fully committed to implementing EOAA guidelines and does so with the support of the UA. According to the UA Office of Institutional Equity: "It is the policy of the University of Arizona to provide equal employment opportunity without regard to race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information." Equal opportunity policies are spelled out in great detail on the UA website, which thoroughly outlines the rights and responsibilities of students, employees, and supervisors with regard to non-discrimination practices. As the UA is a Hispanic-Serving Institution (HSI), these guidelines are written in both English and Spanish. In fall 2016 (the last year for which statistics are available), more than half of all employees - and half of all administrators - are female. 29% of employees (including 20.7% of administrators) are racial/ethnic minorities. Both the absolute number and the percentage of minority employees have increased over the past ten years.

CMES also actively supports and encourages applications from minorities and women as part of our standard hiring practices. All of the full-time CMES staff are women. Our part-time student workers and interns are a very diverse group. Of the eight part-time workers (seven employees and one intern), four are women. One of the women is Latina; one of the men is

Native American; another of the men is visually impaired. In the School of Middle Eastern and North African Studies, with which we work closely and which provides much of our faculty support, 50% of the faculty members are women, one is disabled, and many are naturalized citizens from different countries of origin.

The University and CMES are responsive to the needs of disabled faculty members and students. For example, the UA Disability Resource Center has provided Samira Farwaneh, a visually-handicapped Arabic professor, access to syllabi and student rolls in Braille – and the Center now ensures that her classes are held in the same building in which her office is located. Farwaneh has also consulted DRC for advice on configuring her synthesizer to make it compatible with the word-processing and email programs used on campus, and for Internet access. CMES is committed to providing Arabic text-to-speech software, which will enable visually impaired students and faculty access to Arabic electronic text.

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, CMES upholds the UA requirement that no qualified person be denied access to, participation in, or the benefits of, any program or activity operated by the University because of disability. Public activities are conducted only in buildings that are wheelchair accessible and have instructions in Braille. Furthermore, on request, the Center makes educational resources available through its outreach program accessible to teachers and students with disabilities. CMES is also in the process of upgrading its website to ensure access by visually impaired users.

The Center also makes efforts to reach underserved (minority, disability, rural, and economically disadvantaged) student populations. K-16 outreach programs and activities for teachers and students are advertised widely throughout the states of Arizona and New Mexico, an area in which more than half of the population belongs to a minority group. Participants in our

programs have included teachers from the Tohono O'odham and Navajo reservations, from schools for the Deaf and Blind, and from schools with a majority Hispanic population. Due to the vast geographical area that we serve, CMES personnel have thought carefully about how to extend our outreach to remote, underserved populations. Despite the complexities, CMES has sent speakers to such far-flung areas as the border town of Douglas (mostly Hispanic) and Ft. Thomas Secondary School (almost completely Native American); has mailed classroom materials to teachers in other distant locations; has worked with community college educators in Minority-Serving Institutions in southern and central Arizona; and regularly uses video conferencing and online platforms to include teachers/students in presentations that they cannot attend in person. CMES is currently implementing an innovative Fulbright-Hays curriculum development project specifically focused on rural educators of minority students. CMES is currently developing another program to train skilled, dedicated teachers from districts throughout Arizona and New Mexico to become International Studies Ambassadors. That way CMES will be able to organize programs in schools throughout the Southwest, run by trusted local educators, in order to promote the expansion of global education to previously under-served schools.

Since Hispanics and other minorities comprise a large percentage of the population of southern Arizona, special efforts have been made to involve them in our programs. (The UA itself is an HSI.) Our educator workshops are often designed in close collaboration with the Center for Latin American Studies, taking a comparative approach to issues relevant to the Middle East and Latin America (e.g. modern-day elections, historical developments such as slavery and colonialism, environmental issues, literary portrayals). For the past ten years, Director of Educational Outreach Lisa Adeli, on behalf of CMES, has taught or co-taught a

Middle Eastern Studies class at Cholla High School, a low-income, predominantly Hispanic school in Tucson. The Center has provided special assistance to these students in entering a challenging, research-based competition, hosted them during visits to the university, and helped them get funding to travel to out-of-town competitions. For the past three years, these students have received University of Arizona credit for the course, and CMES has raised funds to pay their tuition. Further, CMES has helped Cochise College, another HSI in rural southeastern Arizona, to create an online Middle East Humanities course that has been regularly taught for a number of years.

In addition to its large Hispanic and Native American population, Tucson is a refugee resettlement area, serving immigrants from the Middle East, Asia, and sub-Saharan Africa adjust to life in the US. The Center has frequently invited refugee-assisting agencies to participate in educators' workshops and helped them recruit interns from the UA student body. CMES has also hired refugees to perform at Center events, purchased baked goods from a refugee women's cooperative, and patronized local refugee-run restaurants.

CMES is similarly committed to ensuring that its summer seminars for educators, including its Fulbright-Hays Group Projects Abroad, are accessible to diverse applicants. In particular, CMES invites applicants to explain what aspects of the seminar might be challenging to them, and how we might overcome such obstacles. Responses to this question help CMES accommodate applicants with disabilities or other barriers that might impede equitable participation in the program. In 2009, an applicant's response to this question and CMES' efforts to arrange special accommodations ensured that a teacher with knee problems was able to participate in an overseas travel program. We included a transgendered teacher as well.

Community programs are developed to encourage diversity. In its general community programs, CMES encourages critical thinking, dialogue, and debate by exposing attendees to a broad range of perspectives. To do this, CMES works with other university entities, such as the Arizona Center for Judaic Studies, the Center for Latin American Studies, the Department of Gender and Women's Studies, and the Institute for LGBT Studies, as well as external organizations such as the Jewish Federation of Southern Arizona. The variety of CMES programs further attracts a diverse audience and exposes them to multiple perspectives.

Some programs are developed specifically for elderly people, who may have trouble attending general or student-specific events. The CMES Speakers Bureau frequently responds to requests for educational presentations at retirement communities, and university personnel have participated in classes designed for retirees and held in community locations off campus. Age is certainly not a barrier to participation in CMES programs.

Insofar as possible, CMES takes religious holidays into account when scheduling public events to ensure equal access to all members of the community. Since we work closely with the School of Middle Eastern and North African Studies and the Arizona Center for Judaic Studies, CMES is careful to schedule events – as well as any food we might serve – so as to take into account Christian, Jewish, and Muslim religious sensibilities.

Overall, CMES not only makes every effort to accommodate diverse needs, but actively embraces diversity as essential to the quality of our programs.



## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Arizona Board of Regents, University of Arizona

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. \* First Name: Kimberly Middle Name: L.  
\* Last Name: Ogden Suffix: Ph.D.  
\* Title: Interim Vice President for Research

\* SIGNATURE: Kirsten A Sherman-Haynes

\* DATE: 06/25/2018

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr .	Anne		Betteridge	

Address:

Street1:	845 N Park Ave, room 470
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County:	Pima
State:	AZ: Arizona
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Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
520-621-5450	520-621-7067

Email Address:

anneb@email.arizona.edu
-------------------------

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

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## **The University of Arizona Center for Middle Eastern Studies**

**Institutional Overview** Since its establishment in 1975, the University of Arizona (UA) Center for Middle Eastern Studies (CMES) has served as a major resource for the support and promotion of Middle East studies (MES)-related teaching and research throughout the University. It fosters understanding of the Middle East (ME) through an extensive program of outreach to schools, community colleges, and the wider community, including national organizations for educators. Sixty-eight miles from the Mexico border in an arid region, UA's location shares international concerns and environmental affinities with much of the Middle East; these are reflected in proposed project activities, some in collaboration with the UA's new Center for Global & International Studies, the Center for Latin American Studies, and the Center for Educational Resources in Culture, Language, and Literacy. The UA is unique as a Research I university with a sizable population of students from underrepresented minority groups (undergraduate 31%; graduate 22%). In spring 2018 the UA was named a Hispanic-Serving Institution (HSI) by the US Department of Education. UA is one of 3 members of the Association of American Universities to earn this designation, signaling that at least 25% of students identify as Hispanic. As one of the few Research I HSIs, the UA is poised to lead expanded collaborations with other HSIs in the Southwest. These include community colleges with which CMES works closely. CMES shares the UA's goal to recruit and retain a more diverse student body, and proposes to work toward it through project activities designed to increase the amount and quality of MES and ME language education in K-16 minority-serving educational institutions, encouraging study of the Middle East and facilitating students' successful transition from one educational level to the next.

One of the largest educational institutions in the region with a student body of 44,831 (35,123 undergraduates, 9,708 graduate students) in fall 2017 and over 15,000 faculty and staff, UA offers 129 undergraduate degree programs, 137 masters and 101 doctoral degrees, including professional degrees, in 19 colleges and 22 schools on 3 campuses. Recently UA has developed 12 micro-campuses—UA spaces on the campus of international partner universities, with 3 new micro-campuses in the ME (Amman, Sharjah, and Beirut) where students work toward degrees from their home institutions and the UA, and the institutions develop opportunities for faculty research collaborations and student intercultural learning.

**Middle East Studies Degrees, Language Programs, and Resources** UA takes pride in being a student-centered research university, reflecting its emphasis on undergraduate education. UA offers a full complement of courses in MES: BA, MA and PhD degrees in Middle Eastern & North African Studies and a BA in Arabic in the School of Middle Eastern and North African Studies (MENAS); dual MENAS MA degrees with Journalism, Information Resources & Library Sciences, and Public Administration; a dual MENAS/Anthropology PhD degree; and a Middle Eastern Histories Ph.D. program in the Department of History. Diverse Middle East-related course offerings include those in Architecture, Arid Lands Studies, Gender & Women's Studies, Government & Public Policy, Linguistics, and Soil, Water & Environmental Studies. MENAS and other programs are served by 107 MES faculty, 50% of whom devote 50% or more of their time to MES. UA offers instruction in classical, modern standard, and colloquial Arabic; modern and Biblical Hebrew; Persian; and Turkish, with at least 4 years of instruction in each language; modern languages are taught using performance-based methods. Aramaic, Kazakh, Kurmanji Kurdish, and Ottoman Turkish are available on demand. UA Library's (UAL) Middle East Collection is recognized as one of the top ten major collections in North America, with extensive holdings in Arabic, and growing Hebrew, Persian and Turkish collections. UAL has a unique project with the Afghanistan Centre at Kabul U, digitizing Afghan historical materials to make them widely available.

From 1981-2016, UA hosted the Secretariat of the Middle East Studies Association (MESA), the premier organization for scholars of the region. UA is also institutional home of the American Institute for Maghrib Studies, an American Overseas Research Center. In 2019 UA will welcome the national headquarters of the American Literary Translators Association, founded to bridge cultural communication and understanding among countries and languages through the art and craft of literary translation.

International Connections CMES provides information and support to undergraduate and graduate students on CMES-created study abroad programs in Jordan, Northern Cyprus, and Turkey and on non-UA programs, and maintains formal links to universities and programs in Afghanistan, Egypt, Iraq, Israel, Jordan, Kazakhstan, Kuwait, Lebanon, Libya, Oman, Morocco, Saudi Arabia, The West Bank, Tunisia, Turkey, and the UAE. CMES is involved in 2 international distance-learning projects: 1) Afghanistan Cultural Heritage Education Program with Kabul U, to teach cultural heritage management to KU students, and 2) Harnessing Innovation through Virtual Exchange with American University in Cairo (AUC), which convenes UA and AUC STEM classes for collaborative student projects.

Outreach CMES regularly organizes scholarly conferences and workshops, and is active in bringing MES to diverse audiences through well-attended public forums and cultural events. Workshops are offered each year for K-12 and community college educators, for whom CMES also plans educational tours to the Middle East. The Center organizes workshops on the Middle East for regional and national educators' organizations, media, business, law enforcement, and federal, state, and local agencies.

Project Overview Requested 2018-21 funding will improve Middle East (ME) language-pedagogy and language-learning opportunities at all educational levels by enhancing K-16 Arabic language teachers' pedagogical training, hosting the Western Consortium of NRCs language pedagogy workshop in 2021, supporting a pilot project in teaching Arabic to develop linguistic complexity, and supporting external review of the Turkish and Persian language programs. CMES will enable students to have ME language skills needed to advance in ME-related fields by supporting Turkish language instruction; creating options for advanced language learning in Arabic, Persian, and Turkish; and supporting development of 2 synchronous distance-learning classes in Less Commonly Taught Languages, beginning Kurdish and advanced Persian.

CMES will strengthen and diversify UA MES programs, creating 2 new Middle East studies social sciences tenure-track assistant professor positions, one related to health and the other to human rights, both areas of considerable importance and of interest to students. CMES will support creation of 3 area studies courses with ME language readings for students with requisite proficiency, vital in LCTLs where the number of advanced learners does not yet support creation of a content class in the language.

CMES will increase international studies curriculum content in community colleges and Minority Serving Institutions (MSIs) through international studies weekend workshops for community college/MSI instructors and an International Studies Partnership Program (ISPP) to develop international studies curriculum with Cochise College, Maricopa County Community College District and UA South--all with MSI campuses. These initiatives will be conducted with UA international studies centers.

CMES will internationalize teacher training through an International Curriculum Certificate program for pre-service teachers in the UA College of Education. CMES will continue to engage in a varied program of outreach to regional and national K-14 constituencies. Throughout, CMES programs will benefit from professional evaluation to improve new and ongoing initiatives as they develop.

Project activities will result in UA, community college, and MSI curriculum enriched with high quality Middle East studies content; strengthened UA and K-16 ME language pedagogy and courses; a regional community of K-16 educators and students more knowledgeable about the ME, with a diverse group of students well prepared to advance to higher levels of ME language and area studies coursework and careers; and greater public understanding of the ME.

Priorities CMES' proposal addresses NRC competitive preference priorities 1. Collaboration with Minority-Serving Institutions or Community Colleges and 2. Collaborative Activities with Teacher Education Programs, and FLAS competitive preference priorities 1. FLAS Fellowships for Students Who Demonstrate Financial Need and 2. Academic Year FLAS Fellowships Awarded in the Less Commonly Taught Languages.

## Project Narrative File(s)

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**University of Arizona Center for Middle Eastern Studies**  
**PROJECT NARRATIVE**

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# University of Arizona Center for Middle Eastern Studies

## ACRONYMS GUIDE

AALIM	Arab-American Language Institute in Morocco	CUES	Center for University Education Scholarship
ACKU	Afghanistan Centre at Kabul University	DEU	Dokuz Eylül University
ACTFL	American Council on the Teaching of Foreign Languages	ED	US Department of Education
AETA	Arizona English Teachers' Association	Eller	Eller College of Management
AIMS	American Institute for Maghrib Studies	FAFSA	Free Application for Federal Student Aid
AMP	Accelerated Master's Program	FLAS	Foreign Language and Area Studies Fellowship
AORC	American Overseas Research Center	FLTA	Foreign Language Teaching Assistant (Fulbright)
APR	Academic Program Review	FT	Full Time
AUC	The American University in Cairo	FTE	Full Time Equivalent
AZ	Arizona	G	Graduate
CAORC	Council of American Overseas Research Centers	GenEd	General Education
CAPLA	College of Architecture, Planning & Landscape Architecture	GIDP	Graduate Interdisciplinary Program
CASA	Center for Arabic Study Abroad	GLS	Global Studies
CC	Community College	GPA	Group Projects Abroad (Fulbright-Hays)
CERCLL	Center for Educational Resources in Culture, Language and Literacy	GWLA	Great Western Library Alliance
CIEE	Council on International Educational Exchange	HIVE	Harnessing Innovation through Virtual Exchange
CIGS	Center for International & Global Studies	HS	High School
CLAS	Center for Latin American Studies	HSI	Hispanic-Serving Institution
CLP	Critical Languages Program	ILL	Interlibrary Loan
CMES	Center for Middle Eastern Studies	ILR	Inter-Agency Language Roundtable
CoE	College of Education	IS	Independent Study
CoPH	College of Public Health	ISPP	International Studies Partnership Program
CRL	Center for Research Libraries	JUS	Arizona Center for Judaic Studies
		LCTL	Less Commonly Taught Languages
		LTRR	Laboratory of Tree-Ring Research
		MCCCD	Maricopa County Community College District
		ME	Middle East
		MEMP	Middle East Microform Project

MENAS	School of Middle Eastern & North African Studies	PGO-A	Project Global Officer-Advanced
MES	Middle East Studies	PT	Part Time
MESA	Middle East Studies Association	RA	Research Assistant, Graduate
MSA	Modern Standard Arabic	ROTC	Reserve Officers' Training Corps
MSI	Minority-Serving Institution	SA	UA Study Abroad
NA	North Africa	SBS	College of Social and Behavioral Sciences
NCSS	National Council for the Social Studies	SLAT	Second Language Acquisition and Teaching
NHD	National History Day	TA	Teaching Assistant, Graduate
NM	New Mexico	TGS	Turkish Global Simulation
NRC	National Resource Center	UA	University of Arizona
OGI	Office of Global Initiatives	UAL	University of Arizona Libraries
OPI	Oral Proficiency Interview	UG	Undergraduate
PD	Professional Development	WC	Western Consortium
PGO	Project Global Officer		

## **A. Program Planning and Budget**

**A.1. Quality.** The Center for Middle Eastern Studies' (CMES') plans to build on University of Arizona (UA) strengths and develop areas important to the future of UA Middle East studies (MES). CMES proposes activities in support of 5 goals that relate directly to National Resource Center (NRC) purposes in strengthening foreign language and area studies teaching, research, and training. Goal 1 Improve Middle East (ME) language-pedagogy and language-learning opportunities. 1A CMES will contribute to the improvement of ME language pedagogy training and improvement of language-teaching quality at all educational levels by a) supporting an Arabic instructor to enhance K-14 Arabic language teachers' pedagogical training so their students can transition smoothly to more advanced Arabic instruction; b) funding UA instructor participation in language pedagogy institutes; c) hosting the Western Consortium (WC) of NRCs' language pedagogy workshop in Year 3 and funding regional ME language instructors' participation; d) supporting a pilot project in teaching Arabic to develop linguistic complexity – project results will be shared in Year 3's pedagogy workshop; e) supporting external review of the Turkish language program in Year 2, then developing needed teaching resources in Year 4; f) supporting external review of the Persian program in Year 4, after the new UA-funded Persian pedagogy hire has taught for 3 years. 1B CMES will enable students to have ME language skills needed to advance in ME-related fields by a) supporting Turkish language instruction; b) creating options for advanced language learning in Arabic, Persian, and Turkish in 3 area studies classes; c) supporting with other NRCs development of 2 synchronous distance-learning classes: a beginning Kurdish class through UA and advanced Persian, to be taught from UT Austin.

Goal 2 CMES will strengthen and diversify UA MES programs by 2A creating 2 new social sciences tenure-track assistant professor positions: 1) Health in the Middle East, of interest to the growing number of School of Middle Eastern & North African Studies (MENAS) students who

double major in biological sciences (16% since 2015, the 2<sup>nd</sup> largest disciplinary concentration), and 2) Human Rights in the ME, of interest to the MENAS students who double major in Political Science and public policy fields (40% since 2015). New positions, and so courses, in these areas will link students' disciplinary and professional preparation to ME studies. Too, these areas of study will connect MES knowledge with a UA-wide emphasis on the study of health and wellness and a growing number of human rights-related programs, e.g. a Global Studies BA concentration on human rights and an online MA in Human Rights Practice. The new human rights hire will be asked to help develop a new Human Rights undergrad minor, with MES as an integral component. Requested funding will support ½ the costs of each new position in its first 2 years, after which UA will provide full support. 2B CMES will support creation of 3 area studies courses for the MENAS curriculum; each with ME language readings for students with requisite proficiency: Year 1: *Persian Kingship* (Persian); Year 2: *Politics in the ME* (Arabic), and *Infrastructure in the Middle East* (Turkish). Course faculty will develop best practices in teaching content classes with ME language options, most important in Less Commonly Taught Languages (LCTL) where the number of advanced learners does not yet support creation of a content class in the language.

Goal 3 CMES will increase international studies curriculum content in community colleges and Minority Serving Institutions (MSI) through a) an annual international studies weekend workshop for community college/MSI instructors and funding community college/MSI faculty workshop participation, b) an International Studies Partnership Program (ISPP) to develop international studies curriculum with Cochise College, Maricopa County Community College District (MCCCD), and UA South--all have MSI campuses, c) providing MES speakers to MCCCD's annual Global Forum in Years 2 and 3, and ME film discussants for ME films screened at Cochise College's Multicultural Film Series. These initiatives will be conducted with the UA Center for

International & Global Studies (CIGS), Center for Latin American Studies (CLAS), and Center for Educational Resources in Culture, Language & Literacy (CERCLL).

Goal 4 With CIGS and CLAS, CMES will internationalize teacher training through a) supporting a College of Education (CoE) faculty member and RA to recruit COE students to an International Curriculum Certificate program and support their progress; c) conducting international studies workshops for pre- and in-service teachers; d) disseminating collaboration results; and e) development of international learning modules by K-12 teachers through CoE's international children's literature library, World of Words, project, Global Literacies.

Goal 5 CMES programs benefit from professional evaluation. In addition to language program reviews mentioned under Goal 1, a professional evaluator will review project programs and develop CMES data collection methods, emphasizing tracking student diversity, placement, and language proficiency. CMES staff will work with the evaluator, paid with UA funds. CMES requests partial support for CMES staff to coordinate all center activities, including data collection.

CMES requests funds in partial support of the outreach coordinator's salary and an assistant to run the center's program for K-12, media, business, and public constituencies. CMES cultural events will continue to draw the ME to public attention. CMES will add to the Outreach Library collection, and augment UA Libraries ME resources to support curriculum needs.

CMES requests support for several enhancement activities: 1) student workshops and conferences, 2) visiting lecturers, some of whom will address professional schools, 3) a Comparative Borders and Migration conference co-sponsored with CLAS in Year 2, and 4) contributions toward conferences and CERCLL workshops that provide significant scholarly opportunities for faculty and students and support LCTL teaching and learning.

**A.2.1. Plan.** By the end of the grant period, proposed activities will result in strengthened UA and

K-16 expertise in ME language teaching and course offerings; new language-teaching techniques and materials, disseminated widely; more and more diverse undergraduate and graduate course offerings, bringing more ME content to key areas of student professional interest and UA scholarship; internationalization of the CoE teacher-training curriculum, with students enrolled in an international studies certificate program; a regional community of K-16 educators and students more knowledgeable about the ME, with a diverse group of students well prepared to advance to higher levels of ME language and area studies coursework; and greater understanding of the ME among media, business, government organizations, and the public.

**A.2.b. Resources.** Proposed activities will be accomplished within budgetary requests. UA and outside funding and CMES staff and faculty dedication provide invaluable non-grant support. Many initiatives, e.g. creation of a Human Rights minor, a student professional development series, and filming of exemplary Arabic teaching, need little added funding. CMES raises funds for many outreach activities, and requests only partial staff and resource support.

**A.3. Costs.** Amounts requested to achieve CMES' objectives are reasonable and leverage

<b>Table A.1. CMES NRC budget expenditures by category, FY 2018-FY 2021</b>								
<b>Major Budget Category</b>	<b>2018-2019</b>		<b>2019-2020</b>		<b>2020-2021</b>		<b>2021-2022</b>	
Language Instruction	19,080	8%	25,038	10%	22,778	9%	38,038	15%
Area Studies Instruction	57,728	23%	36,736	15%	52,480	21%	26,240	11%
Library	3,000	1%	3,000	1%	3,000	1%	3,000	1%
Enhancement Activities	12,156	5%	15,156	6%	11,656	5%	12,156	5%
Outreach	38,055	16%	40,345	17%	40,429	16%	38,851	16%
CMES Admin Support	74,100	30%	73,189	31%	75,274	30%	77,424	31%
Collaborative Efforts	24,109	10%	26,170	12%	26,814	11%	32,232	13%
Evaluation/Assessment		0%	2500	1%		0%	2500	1%
Indirect Costs	18,258	7%	17,771	7%	18,595	7%	18,435	7%
<b>Total</b>	<b>246,486</b>	<b>100%</b>	<b>239,905</b>	<b>100%</b>	<b>251,026</b>	<b>100%</b>	<b>248,876</b>	<b>100%</b>

significant UA resources. CMES requests \$228,228 in FY 2018 in direct costs, plus indirect costs of \$18,258, for a total request of \$246,486. In accord with CMES' goals, the largest concentration of funds requested relates to instruction, training, collaboration, and evaluation, in line with NRC priorities: 58% of funds requested for Year 1, 56% in Year 2, and 58% in Year 3, 57% in Year 4.

**A.4. Impact on Undergraduate Program.** Proposed activities will have lasting effects on UA's undergraduate ME language and area studies training programs. Project activities will enrich the curriculum in health studies, human rights studies, Kurdish, Persian studies, social sciences and Turkish, with new language-learning options in Arabic, Persian, and Turkish. ME social sciences Health and Human Rights positions will attract new students to MES. Teacher training, instructional resource development, and expert language program review will strengthen ME language teaching at UA and other K-16 institutions, facilitating student transfer to UA MES programs. Piloting of a new pedagogical approach in Arabic will result in a useful model for Arabic and other ME languages. New area studies courses will attract students with diverse interests in history, literature, politics, sociolinguistics, economics and engineering. UA undergrads will benefit from CMES' lectures, lecturers' classroom talks, cultural events, and active involvement in UA MES activities, including an undergraduate conference. Not a budget item, but certainly significant, CMES will continue to devote substantial time to undergraduate advising. With non-grant funds, increased advertising of existing programs, and new ME internship funding will encourage higher student participation in ME study abroad experiences. UA financial aid and course credits transfer easily through UA programs, give students valuable immersive study abroad opportunities, and facilitate achievement of advanced proficiency. Strategic evaluation will inform improvement of CMES programs and collaborative initiatives.

## **B. Quality of Staff Resources**

**B.1.a. Faculty/Staff Qualifications.** CMES' highly qualified faculty includes 69 FT members (excluding adjuncts, lecturers, and instructors) from 13 departments, 10 schools (e.g. Journalism, Landscape Architecture, Natural Resources & the Environment), and 13 other units, including the Laboratory of Tree-Ring Research (LTRR) and the Udall Center for Studies in Public Policy. They

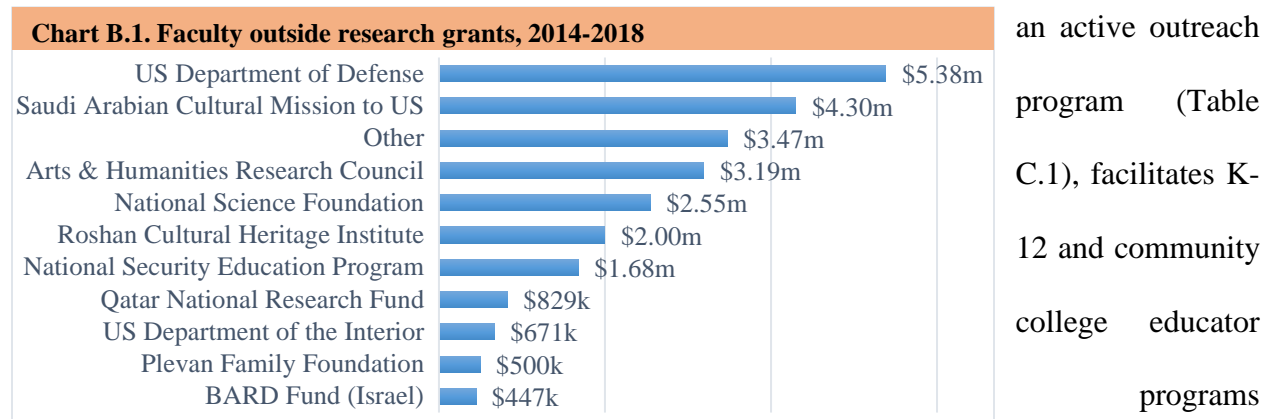
are drawn from 13 colleges (e.g. Agriculture & Life Sci., CoE, Engineering, Law, Public Health, Science), and 20% of them devote 100% of their time to ME (CV Appx.). UA has particular strength in Turkish studies: Artunç, Darling, Fortna, Gramling, Günel, Okal, Silverstein, and in Persian Studies: Betteridge, Eaton, Karimi, Noorani, O'Malley, Talattof; an assistant professor of Persian pedagogy hire is under way. FT MES core faculty include current and past officers and board members of 5 ME American Overseas Research Centers (AORC) and other organizations: Betteridge, American Institute of Iranian Studies vice president; Creasman, American Research Center in Egypt board; Darling, American Research Institute in Turkey board and Int'l Assoc. for Ottoman Social & Economic History board and secretary; Falco, Sharjah Int'l Foundation for the History of Arab & Muslim Science board; Nakhai, American Schools of Oriental Research Initiative on the Status of Women chair; Wright, W.F. Albright Institute of Archaeological Research past president. 35 faculty/grad students have published 62 books/films and numerous articles since 2014, receiving 4 book awards. 8 MES faculty and 1 TA received/were finalists for 10 teaching awards since 2014 (CV Appx.). Livingston won the 2018 Council for Educators in Landscape Architecture Excellence in Teaching Award. UA faculty are active fundraisers, raising over \$25 million in outside grants from 2014-18 (Chart B.1).

Core faculty contributions to CMES programs are significant and extensive. Faculty participate in UA lecture series and CMES Twitter events, are active in outreach, often speaking at K-12 and community college workshops and consulting with national and international media, and lead CMES Fulbright-Hays Group Projects Abroad (GPA) trips. Language faculty are active in professional activities to develop language teaching materials and techniques, and participate in pedagogy workshops (Table G.2). S'hiri was the 2016-17 Language Flagship Council Chair; Talattof works with the National Foreign Language Center and co-authors Persian language



textbooks; Azaz works with the Arabic Linguistics Society.

The 2013-14 MENAS Academic Program Review commends CMES’ “capable, resourceful and dedicated” staff. Betteridge is an anthropologist with 16 years’ experience as CMES director, 12 years as Middle East Studies Association (MESA) executive director, and is a MENAS faculty member. Her knowledge of ME scholars, scholarship, and national and international networks is an asset to CMES and its students, especially in her advising and networking capacities. MENAS PhD alumna and FT Assistant Director/Foreign Language and Area Studies (FLAS) Coordinator Ellison-Speight’s duties include program development (G.1.b), management, and publications. FT Director of Educational Outreach Adeli, an experienced HS teacher with a History PhD, received the 2012 National Council for the Social Studies Award for Global Understanding. She oversees



regionally and nationally, develops lesson plans and resources, and runs CMES’ Speakers Bureau, Outreach Scholars Program, and educators’ institutes abroad. Her experience ensures teacher training activities meet the needs of pre- and in-service teachers. FT Program Coordinator Young, is a MENAS MA alumna and 2014 nominee and 2017 awardee of the College of Social & Behavioral Sciences (SBS) Outstanding Staff Award. Evaluation specialist Titcomb assists CMES with assessment. Other CMES staff include Business Manager, Sr. Hogeboom, experienced in grant management, PT temp staff writer AlShuli, 6 PT student workers, and 1 intern. CMES FT

staff have facility in Arabic, Bosnian, Persian, and Turkish; all are FLAS alumnae.

**B.1.b. Professional Development (PD).** UA actively supports PD and travel abroad opportunities for faculty/staff. Colleges, units, and CMES support faculty and student participation at local, national, and international conferences, including those on language pedagogy. CMES offers \$2,000 Faculty Research Grants, including to non-tenure track and adjunct faculty (e.g. Post). Since 2014, many MES tenured faculty have received funding for academic sabbaticals: tenure-eligible faculty are eligible for junior sabbaticals in their 3<sup>rd</sup> year; career-track faculty can take paid professional development leave. The SBS Research Institute's Research Professorships grant course releases for faculty research (e.g. Lucas); they also award Faculty Small Grants as project seed money (e.g. Silverstein) and Leveraging Grants (e.g. Hudson). Center for University Education Scholarship (CUES) fellows receive \$20,000/year for 1-3 years to support their research (e.g. Azaz, G.3.c). Confluencer Faculty Collaboration Grants offer up to \$20,000 for interdisciplinary projects (e.g. Azaz). Research, Discovery & Innovation offers Postdoc Research Development Grants up to \$2,000, Faculty Seed Grants up to \$10,000 (e.g. Creasman), and Start for Success Grants up to \$25,000 (e.g. S'hiri). The Provost's Author Support Fund benefits MES professors (e.g. Nassar). Travel funding is provided by such programs as the UA Foundation's George H. Davis Travel Fellowship and UA International Research & Academic Program Development Grants up to \$50,000, (e.g. Touchan), and by individual departments (award amounts vary). Office of Instruction & Assessment provides training for classroom technology, curriculum, multimedia, website design, and course development, including online courses, in the form of instruction workshops, seminars, and online mini-courses, and offers classroom evaluations and peer reviews. UA provides on-site and online staff PD opportunities through HR and Information Technology. Academic Advising Conference/Workshop Funding allows faculty/staff involved in

student advising to attend conferences. Staff funding includes the Appointed Professionals Advisory Council's PD Development Award. Ellison-Speight and Adeli received one to attend a 2018 intercultural competency training and a 2012 seminar in the West Bank, respectively. Faculty/staff ( $\geq .50$  FTE) and their families take courses at nominal cost with UA tuition reduction.

**B.1.c. Commitment to Students.** Most CMES core faculty devote 40% of their time to teaching and at least 10% to advising and supervising. Advisors and mentors devote far more time to advising, e.g. Noorani (MENAS Grad Studies Director & Advisor), Gramling (German Studies Director of Grad Studies), Nakhai (Arizona Center for Judaic Studies – JUS Undergraduate Advisor), and Silverstein (Outstanding Mentor of Grad Students, honorable mention, UA Graduate and Professional Student Council). Faculty advise 7 UA student organizations: e.g. Lucas (Muslim Students Assoc.) and Talattof (Persian Club). Noorani and students' committee chairs serve as MENAS graduate student mentors. Incoming students meet all MENAS faculty in MENA 595D. MA students select 3-member committees; PhD students select committees of at least 3 MENAS faculty and 1 minor field faculty member. MENAS graduate students benefit from a grad program coordinator. FT advisor Williams (SBS Advising) has been the MENAS undergrad advisor since 2015. Nassar (MENAS Director of Undergrad Studies) meets with majors and teaches a senior capstone course each semester. CMES Asst. Director advises on study abroad, internship, and fellowship opportunities.

**B.2.a. Oversight.** CMES' Governing Board has 14 members, 2 of whom are students. Non-student members serve 3-year terms and represent 7 colleges (e.g. Agriculture), schools (e.g. Journalism), or units (e.g. Office of Int'l Alumni & Development Initiatives), and the UA Libraries. The CMES Director and Asst. Director/FLAS Coordinator, MENAS Director, MESA Executive Director, and a librarian are ex-officio members. The Board includes a Middle East and North Africa Graduate

Student Organization-elected grad student and an undergrad. Current members have expertise in anthropology, art history, dendrochronology, history, journalism, language pedagogy, library science, political science, and water resource studies. Non-student members Betteridge, Brewer, Dunford (former ambassador to Oman), Ellison-Speight, Fortna, Hijazi, Megdal, Newhall, Rawan, ME Language Coordinator S'hiri, Touchan, and Zanger are approved by the SBS Dean, and have experience in a wide range of ME regions and languages. The Board meets at least 4 times/year and is in regular e-mail contact with CMES. Board members review visiting scholar applications, guide CMES programming and policy, contribute to CMES and CMES director evaluations, and serve on and chair CMES award committees. The majority of the Board advises on and evaluates FLAS applications (J.3.b.), assuring multi-disciplinary review. CMES works closely with MENAS, which maintains faculty committees: 3-year Reviews, Academic Executive, Arabic Flagship, Bonine Award, Curriculum, Gamal Endowment, Graduate Studies, Language, Library, Peer Review, Promotion & Tenure, and Undergrad Studies.

**B.2.b. Adequacy of Staffing and Oversight.** CMES staff, with a director (0.75 FTE), FT director of outreach, FT asst. director, FT program coordinator, 2.5 business managers shared by 4 units, 1 PT temp staff writer, 6 PT student assistants, and 1 intern, is fully adequate for center administration and outreach. Continuing Board and college-level review, with proposed evaluation activities (C.3.a), assure sufficient and high quality oversight for administration and outreach.

**B.3. Nondiscriminatory Hiring.** The UA Office of Institutional Equity policy provides for "equal employment opportunity without regard to race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information." Equal opportunity policies detail student, employee, and supervisor rights and responsibilities. 53% of all UA employees and administrators were female in 2016. 29% of employees (21% of administrators)

were racial/ethnic minorities, a 6% increase over 10 years. CMES follows UA EOAA employer policies. All permanent CMES staff and 58% of non-student CMES Board members are women. 71% of CMES student workers are women and/or ethnic minorities. 45% of FT MES faculty are women, 31% are of ME background, and 2 are visually impaired. 73% of FT MES women faculty are tenured/tenure-track. CMES consults with UA Diversity & Inclusion and Office of Institutional Equity, and their recruitment resources and hiring workshops, to assure that CMES diversity-recruiting procedures attract applications from traditionally underrepresented groups (See GEPA).

## C. Impact and Evaluation

**C.1.a. Impact.** CMES continues to have a major impact at university, community, regional, and national levels. Table C.1 highlights the vitality, scope, and influence of Center activities. Note that CMES activities are becoming more regional and national, rather than solely local, in scope.

<b>Table C.1. Impact of CMES activities</b>		
<b>Activity</b>	<b>Indices</b>	<b>Impact</b>
<b>University Outputs – August 2014-May 2018</b>		
Lectures or events exclusively for UA students and faculty	- 13 lectures: 465 people; 2 student workshops: 22 people - 4 cultural events: 254 students/faculty	Facilitated exposure for students and faculty to ME-related research and cultures
Meetings of UA students with visiting scholars; student/faculty professional development	- 11 student PD talks: 137 attendees - 4 informal meetings with scholars: 32 people	Created opportunities for interaction w/ scholars; professional development
Collaborations with UA College of Education (CoE)	- 5 talks to 92 CoE students; 3 workshops to 54 CoE students - development of International Curriculum Certification program. 1 CoE faculty - PT for 3 yrs.; 1-2 PT graduate RAs for 4 yrs. 7 completed certificates; 12 in progress	- Increased pre-service teacher MES knowledge & commitment to global education - Increased cooperation w/ CoE
<b>Community Outputs – August 2014-May 2018</b>		
Public talks, workshops, symposia	- 102 public lectures on UA campus – 5,287 attendees - 24 talks off-campus – 881 attendees - 4 conferences, symposia – 612 attendees	Created opportunities for understanding of the ME and interaction with experts
Cultural events	- 40 public film screenings: 1,076 attendees - 5 author visits: 187 attendees - 7 other cultural events (performance, music, photography, poetry) – 788 attendees	Created opportunities for exposure to ME culture
Direct outreach to K-12 students	- 4 year-long HS MES classes in a minority school (dual-credit HS-UA class) - 3 cultural events in schools: 518 attendees - 2 information sessions for HS students - 44 classroom talks: 2,096 students/teachers	Created opportunities for nuanced understanding of ME history, politics, and culture in school classrooms
Outreach focused on Tucson-area K-12 educators	- 11 K-12 teachers' workshops/talks: 214 attendees	Facilitated growth in teachers' learning/teaching

<b>Regional Outputs (Arizona and New Mexico) – August 2014-May 2018</b>		
Speaking engagements to, community groups in AZ (outside of Tucson) and NM	<ul style="list-style-type: none"> <li>- 29 talks and 1 mini-class to community groups: 1,448 attendees</li> <li>- 2 talks to law enforcement/military: 330 personnel</li> </ul>	<ul style="list-style-type: none"> <li>- Created opportunities for understanding of the ME</li> <li>- People in distant areas got to interact with experts</li> </ul>
Cultural events to greater AZ/NM audiences	<ul style="list-style-type: none"> <li>- 6 author or poet visits: 551 attendees</li> <li>- 9 cultural events (photo exhibits, Tucson Festival of Books): 22,389 participants</li> </ul>	Created opportunities for exposure to ME culture in areas distant from the UA
Outreach to K-12 students and K-12 educators in AZ (outside Tucson) and NM	<ul style="list-style-type: none"> <li>- 3 workshops/institutes: 37 educators</li> <li>- 18 teacher training talks at AZ teachers' conferences: 280 attendees.</li> <li>- 2 booths at state teachers' conferences</li> <li>- 4 talks at out-of-Tucson district events: 192 teachers</li> <li>- 4 student events: 634 attendees</li> <li>- 4 National History Day awards "Best Project in ME History" for secondary students</li> </ul>	<ul style="list-style-type: none"> <li>- Expanded contact w/ hundreds of educators/yr, distributed 1000s of lesson plan/resource CDs, and remain in contact</li> <li>- Increased contact with K-12 students who do not normally get speakers (e.g. on Native American reservations)</li> </ul>
Intensive K-14 summer educator programs abroad: 2 Fulbright-Hays curriculum development Group Projects Abroad (GPA)	<ul style="list-style-type: none"> <li>- 2017 GPA to Bosnia/Albania (4 wks.) w/ Maricopa Community College District: 7 college profs, 7 HS teachers, 2 leaders</li> <li>- 2018 GPA to Kazakhstan/Uzbekistan (4 wks.) w/ New Mexico Highlands Univ.: 5 college profs, 7 HS teachers, 3 leaders</li> </ul>	<ul style="list-style-type: none"> <li>- Resulted in MES and language lesson plans and presentations to assist educators in teaching about areas with ME influences</li> <li>- Increased collaboration between CMES and community colleges/MSIs</li> </ul>
Outreach to community colleges and MSIs: faculty/students	<ul style="list-style-type: none"> <li>- 11 talks and 2 information tables for community college events: 433 attendees</li> <li>- 6 comm. college workshops: 251 educators</li> <li>- international content added to 13 courses through the CMES' UA-community college/MSI faculty partnership program</li> </ul>	<ul style="list-style-type: none"> <li>- Increased teaching about ME/related areas in community colleges/MSIs</li> <li>- Increased collaboration between CMES and community colleges/MSIs</li> </ul>
Listserves and electronic outreach – weekly announcements	<ul style="list-style-type: none"> <li>- UA/community listserv (weekly e-bulletins): 993 people</li> <li>- Arizona K-12 teachers listserv (weekly e-bulletins): 1,443 educators</li> </ul>	Listserv announcements give information on ME activities, opportunities and resources
<b>National Outputs (Outside of Arizona and New Mexico) – August 2014-May 2018</b>		
Talks/programs for groups outside of Arizona/New Mexico	<ul style="list-style-type: none"> <li>- 4 talks at out-of-region universities/schools: 150 attendees</li> <li>- 8 talks - national audiences: 693 attendees</li> <li>- 10-day travel-seminar to Bosnia for the general public: 9 travelers</li> </ul>	Increased public knowledge of the ME in areas outside the US Southwest
National-level conferences organized or co-sponsored by CMES – held on UA campus and attracting national participation	<ul style="list-style-type: none"> <li>- 4 graduate student and 1 undergraduate student conferences that attract participants nationwide: 268 attendees</li> <li>- 9 conferences/symposia (e.g. ME langs., inter-cultural competence, American Research Center Egypt): 1,600 attendees</li> </ul>	Provided programs presenting multiple perspectives on the ME to post-secondary audiences
Participation in national-level K-14 educators' conferences	<ul style="list-style-type: none"> <li>- 2 workshops at K-12 conferences: 38 teachers</li> <li>- 15 talks at K-12 or K-14 conferences: 673 educators</li> <li>- 8 booths at K-12 educators' conferences</li> <li>- 7 panels at community college educators' conferences: 97 faculty attendees</li> </ul>	<ul style="list-style-type: none"> <li>- Shared materials and teaching strategies about the ME with educators</li> <li>- Established ongoing contact with hundreds of educators nationwide</li> </ul>

	- 4 information tables at community college educators' conferences	- Provided more than 1,000 K-14 educators with MES information and resources
Intensive CMES summer K-12 educator programs abroad (open to a national group of educators): 1 privately arranged program, 1 Fulbright-Hays GPA	- 2015 teachers' privately-run travel seminar in Bosnia (2 wks.): 6 teachers, 1 leader  - 2016 F-H GPA to Oman/Zanzibar (4 wks.): 14 teachers, 2 leaders	Resulting lesson plans, lang. exposure materials, and presentations assisted K-12 educators teach about ME and ME-influenced areas.
K-14 curriculum development	- K-12 national ME lesson plan competition: 4-yr. total=48 lesson plans submitted. - community college curricular materials competition: 7 submissions in spring 2018 - These and dozens more materials published on CMES and community college websites for national use	- Encouraged creation of materials for K-14 educators to use. - Recognition for educators creating quality curricular materials
Electronic outreach –listservs and social media	- out-of-Arizona K-12 teachers' listserv: 2,323 educators - college educators' listserv: 367 faculty - Facebook: 808 members - Twitter: 637 members - Instagram: 153 members - YouTube: 138 videos - CMES outreach webpage: 49,353 views - newly-created (by CMES) Title VI NRC website for community college educators	Extensive dissemination of MES resources and information for K-14 educators

CMES training programs have a significant impact on the UA, as shown by Table C.2.

<b>Table C.2. Impact of Middle East training programs</b>		
<b>Academic Program</b>	<b>Indices</b>	<b>Impact</b>
Training undergraduate and graduate students in ME languages	* 3,521 ME language enrollments from 2014-2018 (Summer 2018 excluded) * 103 BA majors/minors in ME language, Fall 2017 * 177 Turkish enrollments, 2017-18 * 477 students enrolled in language courses in 2016-17; 26% of undergraduates were STEM students	Increased ME language expertise in US in wide variety of fields: * 30.4% increase in BA language majors/minors, Fall 2016 to Fall 2017. * 133% increase in Turkish enrollment, 2014-15 to 2017-18. * 8.1% increase in all language enrollments, 2014-15 to 2016-17.
FLAS fellowship program	* 83 FLAS fellowships from 2014-18 * Awards made to 19.3% MA track; 20.5% doctoral track; 60.2% undergrad	Increased # of academically strong undergrad and grad students pursuing a higher level of ME language proficiency
Training undergraduate students in ME area studies (non-language) courses	* 4421 undergraduate enrollments (3099 students) in MES courses, 2016-17 * 37 BA MENAS majors, Fall 2017 * 38 BA MENAS minors, Fall 2017	Increased knowledge of MES among undergraduate students: * 8% increase in enrollments, 2012-13 to 2016-17. * 52% increase in BA MENAS minors, Fall 2013 to Fall 2017.
CMES certificate-eligible BA/BFA/BGS/BS/BSBA/BSHS/BSINE/BSMEE graduates	58 CMES certificate-eligible undergraduates with 22 different majors between August 2014 and August 2017	Sizable # of well-trained students go to further study, higher ed, and profit/non-profit sector careers.

Training professional ME specialists in graduate and professional programs	* 277 graduate enrollments (189 students) in MES courses, 2016-17 * 17 MA majors, Fall 2017 * 38 PhD majors/minors, Fall 2017	Increased # of ME specialists prepared for academia, government, and the professions: * 18% increase in PhD majors, Fall 2016 to Fall 2017.
Students completing ME-related MA, PhD degrees, 2012-2017	92 students received advanced ME-related degrees, and 2 students received graduate certificates between 2012-17	Sizeable # of well-trained MA and PhD graduates go to higher ed, government, and profit/non-profit sector careers (Chart C.1)
New course development	80 new ME studies & language courses, Fall 2014-Spring 2019	Large increase in ME courses, better meeting educational needs.
UA summer intensive Arabic & Turkish courses	Summer 2017: * 143 Arabic enrollments * 6 Turkish enrollments	Students provided with intensive opportunities to advance language skills over the summer.

**C.1.b. Undergraduate Matriculation.** From 2012-17 many UA undergrad students concentrating in MES matriculated into advanced programs (25%) or entered professions making use of their language and area training: private/for profit (29%), government and military (15%) (Chart C.1).

**C.2. Equal Access.** UA and CMES prioritize equal access to facilities, activities, educational and employment opportunities through steps to assure access to public events for the disabled; CMES' website, which meets accessibility standards; responses to visually and aurally impaired faculty and student needs; ensuring that CMES K-16 outreach programs are accessible to diverse applicants and participants; and encouraging applications from minorities and women (B.3). CMES benefits from consultation with the UA Disability Resource Center and UA's Chief Diversity Officer (See GEPA).

**C.3.a. Evaluation Plan.** In 2018-21 CMES will develop and implement a comprehensive evaluation plan (Table C.3) to monitor summative indices, producing quantifiable, outcome-measure-oriented data in support of project goals (A.1, Table C.4, PMF Appx.). Through formative evaluation and systematic development of data collection methods, the plan will create a continuous improvement cycle, providing valid and reliable qualitative and quantitative evidence at each reporting period. Project evaluation will facilitate CMES' role as a regional resource in developing MES skills and expertise at all education levels. For summative purposes, evaluation will take an objectives-oriented approach, examining how well goals have been achieved.



Formative program evaluation will monitor program and project administration to assure

<b>Table C.3. Evaluation plan design, development, implementation, and utilization cycle</b>						
<b>Inputs</b>	<b>Activities</b>	<b>Outputs</b>	<b>Short Term Outcomes</b>	<b>Medium Term Outcomes</b>	<b>Long Term Outcomes</b>	<b>Strategic Objectives</b>
CMES leadership Evaluator External reviewers Project team leaders	<b>Year 1</b> Design evaluation plan	<b>Year 1</b> Formative and summative evaluation plan for program	<b>Year 1</b> Summative plan formalized and shared with all stakeholders	<b>Years 2/3</b> Summative data collected, analyzed and reported	<b>Years 3/4</b> Summative data collected, analyzed and reported	Demonstrate success to stakeholders and prospective adopters
	Create student tracking system (diversity, placement, language proficiency testing)	Formative evaluation plans for each project	Formative plan developed with project level teams with initial implementation	Formative feedback	<b>Year 4</b> Results of reviews and data collection used in planning	
	<b>Years 2/3</b> Implement plan Review Turkish	<b>Years 3/4</b> Evaluation Reports	<b>Year 2</b> Formative feedback cycles begun	<b>Year 2 and 4</b> External reviews submitted Year 2-Turkish Year 4-Persian		Results and feedback inform and improve CMES programs and future planning
	<b>Years 3/4</b> Report results Review Persian					
	Utilize results					

continuity of evaluation activities and feedback. CMES will integrate participatory evaluation with expert guidance in evaluating language teaching, building on pedagogy expert S'hiri's advice. CMES will improve its data collection/recording methods, with proficiency exams in multiple skills in addition to Oral Proficiency Interview (OPI) exams, and tracking student diversity and placement. CMES operations, personnel, courses, and activities are evaluated regularly in UA-mandated unit reviews.

CMES will rely on the services of experienced independent evaluator Allison Titcomb (CV Appx.) for consultation and technical services in evaluation planning and administration. Expert external reviewers will be invited to review language programs: Turkish in Year 2 and Persian in Year 4, after the new Persian pedagogy hire has managed the program for 3 years. Middle East language coordinator S'hiri recommends this as ideal timing. In the course of formative evaluation, MES faculty will review curricular materials. CERCLL, CIGS, CLAS, and CMES will seek ways to share evaluation services. Faculty access to low-cost data collection and analysis methods,

**Table C.4. CMES Program initiatives and projects logic model and timeline**

INPUTS	ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES Yr 1/2	MEDIUM TERM OUTCOMES Yr 2/3	LONG TERM OUTCOMES Yr 4+	STRATEGIC OBJECTIVES
<ul style="list-style-type: none"> <li>• \$ support</li> <li>• Faculty and TA FTE</li> <li>• Expert consultants: Turkish and Persian language pedagogy; educational evaluation</li> <li>• Academic unit support: MES areas; CERCLL; CIGS; CLAS; CoE</li> <li>• Institutional support: Cochise College, Maricopa CCC District, UA South, TUSD</li> </ul>	<ul style="list-style-type: none"> <li>• Improve K-12 and UA ME language pedagogy, Arabic pilot project</li> <li>• Support language pedagogy workshops and materials creation</li> <li>• Create new courses:               <ul style="list-style-type: none"> <li>-Persian Kingship</li> <li>-Politics of Language in ME</li> <li>-Infrastructure in ME</li> </ul> </li> <li>• Hire new social science Health faculty</li> <li>• Hire new social sci Human Rights faculty</li> <li>• Develop distance-learning beg. Kurdish</li> <li>• Create new content for CoE methods classes</li> <li>• Recruit for and refine CoE Int'l studies certificate program</li> <li>• Tracking systems for student: 1. Diversity (higher ed, jobs)</li> <li>2. Placement</li> <li>3. Language Proficiency</li> <li>• Create study abroad/ internship opportunities</li> <li>• Begin Int'l Studies Partnership Program</li> </ul>	<ul style="list-style-type: none"> <li>• # of students in MES pipeline at each level, K-20</li> <li>• # language instructors trained</li> <li>• # students from diversity target groups</li> <li>• # courses created</li> <li>• # students in UA MES study abroad/internships</li> <li>• # of UA MES alumni/ae tracked</li> <li>• # of MES professional development events</li> <li>• Modules created for/taught in CoE methods classes;</li> <li>• # CoE Intern'l Studies Certificate students</li> <li>• # of K-14 MES qualified pre- and in-service teachers trained</li> <li>• # of K-14 MES modules/guides for K-14 teachers</li> <li>• # of ISPP Fellows (partner institution. faculty) trained/ courses taught</li> </ul>	<ul style="list-style-type: none"> <li>• Plans completed for new program initiatives, programs by end Year 1</li> <li>• Health search begun</li> <li>• CoE Int'l Curriculum Certificate project begins</li> <li>• Beg. Kurdish course designed</li> <li>• New faculty and instructional development activities begin Yr 1, Yr 2</li> <li>• Community college/MSI partnerships formed and consolidated</li> </ul>	<ul style="list-style-type: none"> <li>• More UA ME lang faculty use formative feedback</li> <li>• Pilot new Arabic pedagogy methods</li> <li>• Asst. prof of Health studies hired</li> <li>• Human Rights search begun</li> <li>• Beg. Kurdish course taught</li> <li>• K-14 teacher training continues</li> <li>• More students study abroad and engage in internships</li> <li>• Initiatives to &gt; diversity (ongoing)</li> <li>• Instructional products reviewed by MES experts</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative lang. teaching methods tested/ disseminated</li> <li>• More students in MES pipeline at every level</li> <li>• Improved MES student learning outcomes</li> <li>• Asst. prof of Human Rights studies hired</li> <li>• New UA/ K-16 curricula in place</li> <li>• More accurate tracking of student diversity, placement, and language proficiency</li> <li>• Ongoing relationships w/ partner institutions well established</li> </ul>	<ul style="list-style-type: none"> <li>• More, more diverse students obtain skills needed for MES careers</li> <li>• MES capacity (courses and qualified teachers) increased throughout K-20 pipeline</li> <li>• MES and ME language instructional innovations disseminated</li> <li>• MES content disseminated in K-16 curricula</li> <li>• K-16 Faculty/teacher (incl. pre-service teachers) skills/MES knowledge improved</li> <li>• ME language pedagogy improved at K-16 educational levels</li> <li>• Students prepared for careers with MES skills</li> <li>• Sustained partnerships with community colleges and MSIs are in place</li> </ul>

including online or computer-based tools, will offset potential costs and time. Faculty and TAs benefit from UA Office of Instruction & Assessment resources and training.

**C.3.b. Use of Recent Evaluations.** CMES relies on regular evaluation to improve its programs.

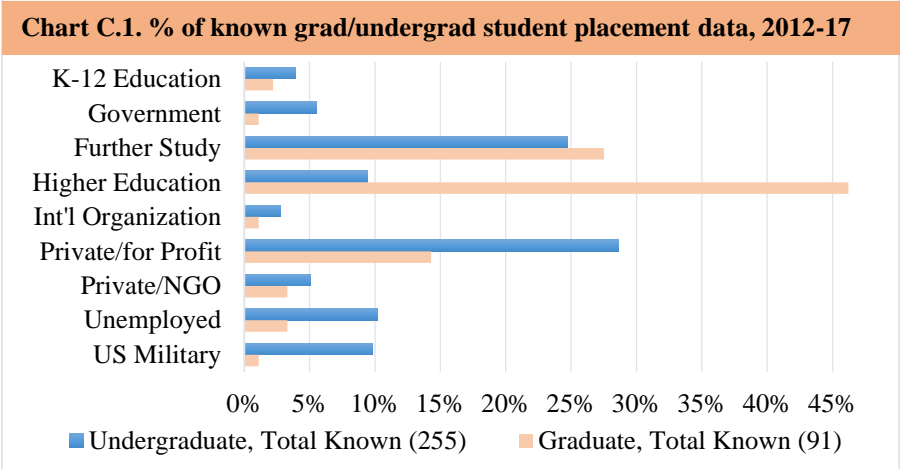
Two outside language program evaluations took place in 2017. Dr. Hussein Elkhafaifi, Director of the Arabic Program, U of Washington, reviewed UA's Arabic program. He is the Section Head for Arabic in the American Association of University Supervisors, Coordinators, and Directors of Language Programs (2016-18) and has served on the executive board of the American Association of Teachers of Arabic. Several of his recommendations relate to Mahmoud Azaz, whom he deems "an outstanding instructor." He recommended that Dr. Azaz 1) serve as a trainer for Arabic instructors, 2) create training materials, 3) that his classes be filmed as examples, and that 4) he develop a new pedagogy course or Arabic content course. Accordingly, CMES proposes to support Azaz's piloting of a new approach to teaching elementary Arabic to develop linguistic complexity in Year 2 and to disseminate pilot project results. CMES will work with Dr. Azaz to film and post samples of his teaching; SBS offers filming for classes at no expense. In spring 2019, Azaz will teach a new content course in Arabic, *Arabic Language Variation*. His recommendations for hires will shape MENAS' long-term plans for the Arabic program. The Persian language program was reviewed by Dr. Nahal Akbari, Director of the U of Maryland Persian language program, including its Flagship component. Her 2 primary recommendations were for 1) a new faculty position in Persian language pedagogy and 2) a Roshan Graduate Interdisciplinary Program (GIDP)/Second Language Acquisition & Teaching (SLAT) fellowship for a Persian-speaking PhD student to teach in the Persian program. MENAS initiated a search for the new position in spring 2018; the new hire is expected to take charge of the Persian language program in fall 2018. The Roshan GIDP is seeking funds to create the new GIDP/SLAT position, which SLAT supports.

As a result of MENAS' most recent external APR committee's recommendations, UA conducted a search for a new senior faculty member to direct MENAS; Dr. Benjamin Fortna was hired, and now directs the School. Also, 2 new tenure-track hires were made: Dr. Azaz in Arabic and Dr. Günel in Environmental Studies. Faculty responses to spring 2013 Language Workshop participant questionnaires shaped the organization and theme of the 2016 WC Language Pedagogy Workshop at the UA. Participant survey responses to past CMES-organized Fulbright-Hays trips resulted in improvements to later programs: 1) working on curriculum development and dissemination during the travel program, 2) providing time for participants' rest and reflection, and 3) engaging in mid-travel evaluation to improve the program in progress. Teacher feedback influenced the timing and topics of workshops on K-12 and community college teaching about the ME (I.1, 2). Evaluator Titcomb assessed the International Curriculum Certificate (ICC) program in its early stages; her recommendations, based on a survey of enrolled students and participation in ICC events, resulted in improved recruitment to and management of the program. In spring 2018, her focus groups with FLAS undergrad and grad awardees highlighted issues of confusion and difficulty that the students had not shared with CMES. CMES has since clarified posted information about FLAS awards and is addressing student concerns about CMES' policy on limitations on FLAS awardee employment.

**C.4. Contribution to an Improved Supply of Specialists.** The education and placement of an increasing number of UA undergrad and grad students have contributed importantly to the supply of ME specialists. The number of MENAS, Arabic, and Roshan undergrad and grad majors increased by 38% (90 to 124) from fall 2016 to fall 2017. Notably, undergraduate MENAS and Arabic majors increased by 54% (52 to 80) during the same interval, in part due to interest in the new Arabic major among students who before could only minor. Information on undergrad and grad enrollments appears in Table C.2. MENAS and Roshan graduate majors rose by 16% (38 to

44) from fall 2016 to fall 2017. Undergrad MENAS minors increased by 52% (25 to 38) from fall 2013 to fall 2017; grad minors grew by 12% from fall 2016-fall 2017 (49 to 55). Increases in MES minors indicate a growing group of students with multidisciplinary interests taking MES courses.

CMES programs’ contributions are evident in student placement data (Chart C.1). The majority of 255 matriculated undergrad students (2012-17) for whom CMES has information go on to



further study (25%) or careers in higher education (9%); 29% pursue jobs in the private/for-profit sector, and 15% in government and the military. UA

MES graduates in varied careers include an ME regional analyst in the US Department of Defense, an assistant professor of ethnomusicology at UT El Paso, an FBI intelligence analyst, the MENA region director of the Fulbright Program, a US Embassy diplomat in Dubai, UAE, an Associated Press video journalist in Jordan, military officers, a CARE global risk analyst, numerous ME language faculty, and many students now in MES higher degree programs.

**C.5.a. Addressing National Needs and Providing Information.** CMES activities address national needs to a high degree, as all relate to priority languages or areas of need as defined by the US Department of Education (ED) and many US government agencies. See Table C.5. The center is very active in generating information for and sharing it with the public, as demonstrated in Table C.1. The organization of public forums, cultural events, lectures open to the public, among other activities, and provision of many resources posted on line or made available through other

media, bring information about the ME to an interested public.

<b>Table C.5. ME languages &amp; regions of national need identified by US government &amp; taught at UA</b>								
US Government Department	Arabic	Hebrew	Hindi	Kazakh	Kurdish	Persian	Turkish	Urdu
USAID	✓				✓	✓	✓	✓
Defense	✓				✓	✓	✓	✓
Energy	✓		✓			✓		✓
State	✓		✓	✓	✓	✓	✓	✓
Transportation	✓				✓			✓
Peace Corps	✓							

**C.5.b. Student Placement.** See Chart C.1 above, C.6.b, and Section 602 (e) Statutory Information Requirement 2: Government Service in Areas of National Need.

**C.6.a. FLAS Fellowships and National Needs.** All FLAS fellowships awarded by CMES address national needs as CMES awards FLAS fellowships to students of

priority languages: Arabic, including dialects; Hebrew; Persian; and Turkish. These languages and knowledge of the ME and North Africa are singled out as areas of national need (Table C.5). FLAS fellows are required to take ME area studies courses as well as language classes, and so are able to serve national needs with area studies knowledge. FLAS fellows go on to careers in which they use their ME language and regional knowledge in areas of national need, including government, commerce, security, and education and non-profit sectors (C.6.b).

**C.6.b. Student Placement.** CMES has tracked the placements of 96% (167/174) of FLAS fellows since 2004. FLAS recipient placement data show that of 167 known FLAS fellows awarded fellowships since 2004, 36% have not yet graduated from UA (30) or are now enrolled in further degree programs (30). Fields of the 160 fellows known to be employed include: higher education (22%), private/for-profit sector work (21%), government (11%), and US military (3%). 76% of the known former FLAS recipients use language skills achieved with the FLAS fellowship in their current studies or job. Chart C.1 offers additional data on undergrad and grad placement. CMES will continue its efforts to encourage government service in areas of national need, as identified by ED and other government agencies, and in areas of need in education, business, and nonprofit sectors, by sharing information about job opportunities with students; holding presentations on

non-academic careers, including government service; pairing students with UA graduate mentors in relevant careers; recommending special consideration of FLAS fellowship applications from talented students interested in government service; and through support of relevant classes and new degree programs, including those with professional schools.

#### **D. Commitment to the Subject Area**

Middle East studies (MES) has occupied an important place at the UA since CMES' founding in 1975. UA MES continues to flourish and provide outstanding learning opportunities for a diverse group of students. UA created the Arizona Center for Turkish Studies in 2014 and in 2016 established the Roshan GIDP in Persian & Iranian studies with shared donor and UA support.

UA is an Association of American Universities (AAU) member, Research 1 university, and land grant institution. As one of only 3 AAU members with Hispanic Serving Institution (HSI) status, received in April 2018, UA has a special responsibility to excellent undergraduate and graduate education within the HSI landscape. This dovetails with the university's land grant mission to provide educational access and outreach – goals that CMES shares and that are reflected in the center's plans for the next 4 years. The value of CMES' contributions to UA's land grant mission and international studies infrastructure is reflected in the UA's commitment of \$1.94 million in additional support for proposed CMES staff, faculty and activities in 2018-21.

**D.1.a. Operations.** CMES receives \$410,093 annually in direct UA support for salaries and fringe benefits, including the Center director's full salary. The center occupies ample space, with a nearby computer lab well equipped for language classes. An important form of commitment, UA has hosted the American Institute of Maghrib Studies (AIMS) since 2001, and hosted the MESA Secretariat from 1981-2016, when MESA moved off campus. AIMS receives campus office space and AIMS employees are UA-benefit eligible.

**D.1.b. Teaching Staff.** UA pays 130 MES instructional salaries for a total of \$17,926,109 per

year, or \$9,115,105 after adjusting for the percentage devoted to MES, including fringe benefits. Continuing support for a faculty of this size and diversity (Table F.1) is a major commitment, also apparent in the UA's willingness to hire new faculty (e.g. Günel and O'Malley). UA has agreed to fund 2 new MES assistant professors, in Health and in Human Rights, seeded with NRC funds, and is in the process of hiring an assistant professor of Persian pedagogy and a senior JUS faculty member in Modern Israel Studies. UA will also provide an additional 1.0 FTE in teaching assistantships per year for ME General Education (GenEd) classes in 2018-22, to be assigned at CMES' discretion. UA's commitment is evident in strong support for language instruction. 17% (\$1,541,920) of ME-related salaries noted above fund ME languages, linguistics, and literature faculty and TAs (G.3.a). Minimum enrollments are routinely waived for ME language classes. UA provides the majority of support for Turkish language teaching.

**D.1.c. Library Resources.** UA's commitment is also apparent in continuing support for an extensive ME library collection (E.1.a); the annual allocation for ME library acquisitions and staff is approximately \$202,559 in 2016-17, including fringe benefits, plus special allocations (E.1.b).

**D.1.d. Linkages.** UA pays \$5,550 annually for 13 MES institutional memberships, including 7 ME AORCs. UA has linkages with 32 ME universities and, through the Office of Global Initiatives (OGI), supports the development of new affiliations. Deep ties have been established with many institutions, e.g. with Kabul University (KU); CMES and KU cooperate on the Afghan Cultural Heritage Education Project to increase teaching about cultural heritage management; UA Libraries has an extensive project digitizing Afghan historical material with KU (E.2.a). With US Embassy in Tunisia funding, UA Journalism partners with Internews to strengthen UA student and faculty ties with their Tunisian counterparts. The UA College of Agriculture and Life Sciences is working with 3 Saudi universities to create economic and sustainable pilot farming projects. CMES works



with OGI, College of Architecture, Planning & Landscape Architecture (CAPLA), School of Natural Resources and the Environment (SNRE), and Engineering to run the Harnessing Innovation through Virtual Exchange (HIVE) program in which UA students work with peers in STEM fields at the American University in Cairo (AUC).

**D.1.e. Outreach.** CMES outreach receives generous UA support. UA pays 75% of the FT outreach director's salary. UA faculty members and students contribute vital time and expertise for outreach programs, which benefit from local donors and the government, e.g. Tucson Unified School District. CMES' space includes an Outreach Library and seminar rooms, often used for outreach.

**D.1.f. Students.** With 2018-19 incoming undergrad resident tuition of \$12,468 guaranteed for 4 years, UA MES is affordable for a diverse student population. Due to generous financial aid, 88% of incoming undergrads receive assistance. Among undergrad MENAS majors, minors and ME language minors, 51% received one or more of 3 forms of aid: UA support, Pell Grants, and need-based aid from the state of AZ. Additional students receive merit-based aid, e.g. SBS Magellan Circle and UA Wildcat Excellence awards. MES students benefit from UA's broad support, including the Office of Instruction and Assessment, the Writing Skills Improvement Program, and effective student advising. UA counsels on financial aid and scholarship applications (H.2.a, B.1.c). Talented MES students secure outside grants, e.g. 14 Critical Language Scholarships from 2013-17; 8 Boren Scholarships from 2013-18; and 4 Fulbright awards from 2013-17.

**D.2. Support to Students.** UA gives the great majority of 42 MES grad students assistantships, Graduate College fellowships, and tuition waivers. UA waives out-of-state tuition fees for all grad student FLAS recipients, valued at \$125,744 in 2017-2018. UA provided \$441,511 in 2017-18 for TAs to teach MENAS classes and sections. Over 83% of MES grad students received at least partial support in 2017-18; other students, including those in the military, have outside funding.

UA has committed to CMES 2018-21 funds for 3 MES student research/internships and 2 study abroad scholarships. The Graduate and Professional Student Council offers conference travel, research, and professional development (PD) support, as do departments. UA provides outstanding Veterans Education & Transition Services that have become a national model.

## **E. Strength of Library**

**E.1.a. Holdings.** The UA Libraries (UAL) maintain more than 7,500,000 volumes of resources in a variety of formats, including 227,000 journals, of which 219,000 are electronic and 8,000 print. UAL also subscribes to more than 1,000 electronic databases, and makes available 120,000 online streaming videos and 1,900,000 ebooks in all subject areas, with 500,000+ titles in ME studies areas. UA faculty and students have access to a rich selection of ME reference materials, such as specialized monographs, electronic resources, and serial holdings.

UAL's ME collection contains 100,000+ volumes in Arabic, Hebrew, Pashto, Persian, and Turkish. The ME collection covers a wide range of areas such as agriculture, humanities, medicine, social sciences, and women's studies, and serves the research and teaching needs of faculty and students of the modern ME and ancient Near East, including Israel and Modern Hebrew. The collection's strengths are its overall breadth, particularly its concentrations in ancient and modern ME history, anthropology, Islam, ME languages and literature, political science, and other areas highlighted by the curriculum. ME-related holdings at UAL include 6,600+ periodicals, many in regional languages, and 2,400+ videos and films. UAL adds 2,000+ ME titles annually; in 2017, UAL added over 7,800 books and ebooks and 405 videos. In support of curriculum, UAL acquires ME print serials titles from the Library of Congress. Other relevant electronic holdings include databases/resources, e.g. *Index Islamicus*, *ALTA Religion Databases*, *Public Affairs Information Service*, and online access to ME newspapers, encyclopedias, and other digital products, such as the *Encyclopedia of Jews in the Islamic World* and *Democracy in Turkey, 1950-1959*. UAL also

acquired the Kotobarabia Arabic e-Library, the largest electronic creator and distributor of Arabic language ebooks, with 11,000+ titles. Recent electronic additions include *Office of Strategic Services (OSS) State Department Intelligence and Research Reports, 1941-1961*. An agreement with ProQuest/Alexander Street Press provides digital access to hundreds of unique primary resource collections, e.g. *ProQuest Historical Newspapers: Jerusalem Post Perpetual*. MENAS' Edmund Burke III collection has 500+ volumes on modern Maghrib history; CMES' lending library has 704 videos and 1,500 books used by faculty, students, teachers, and the public.

**E.1.b. Support for Acquisitions and Staff.** UA provides ample resources in support of ME library acquisitions and staff. UAL's acquisition budget was \$15,626,245 in 2016-17. ME collection spending exceeded \$134,000 that year, with a budget of \$24,633 for Arabic, Persian, and Turkish language books. The ME collection receives more acquisitions funding from a ME resources endowment, donor funding, and student fees. ME collection staffing is resourced through UAL departments, including collection management, technical services, and research and learning support. UAL spent \$68,559, including fringe benefits, on ME library collection staff in 2016-17.

**E.2.a. Cooperative Arrangements.** UA students and faculty have access to holdings and research materials at institutions across the country through strong participation in consortia and cooperative agreements. UAL's membership in the Center for Research Libraries (CRL) gives students and faculty access to the CRL Digital Library for Int'l Research, which offers access to resources of CAORC-sponsored overseas research centers and allied partners in Europe, the ME, South and SE Asia, and West Africa, covering research collections in print and other media. CRL's strong area studies collection acquires and preserves notable items; its Middle East Microform Project (MEMP) gathers microform copies of rare MES research resources, and preserves valuable and deteriorating printed and manuscript materials. Thus far, MEMP has acquired 100+ newspaper

titles in Arabic, Turkish, and English and is microfilming MES materials at the Library of Congress. MEMP's geographic coverage includes Afghanistan, Arab countries, Central Asia, Iran, Israel, Turkey, and related areas. CRL includes the World Newspaper Archive, which improves access to newspapers worldwide by preserving representative newspapers for research use. UAL also has access to the American U of Beirut-based Online Access to Consolidated Information on Serials project, a database of rare resources from academic libraries in the ME and member institutions. UAL extends access through memberships in other consortia, e.g. the Great Western Library Alliance (GWLA), the largest academic library consortium in the western US, and cooperative agreements with other Arizona universities and programs such as interlibrary loan (ILL) and document delivery services. Other cooperative agreements include Research Library Groups SHARES program, which gives access to other SHARES institutions' collections, including several libraries in the Middle East, and RapidILL (ILL system). UAL is a member of HathiTrust and Western Regional Storage Trust, which expand access to print journal and book archives. Subscriptions to 1,000+ online databases, including OCLC WorldCat, increase access to off-site resources. UAL participates in UC Berkeley's Library of Foreign Language Film Clips, which provides access to foreign language film clips for language instruction and study.

UAL has developed the Afghanistan Digital Collections ([afghandata.org](http://afghandata.org)), with significant digital contents and links to scholarly articles and databases. UAL collaborates with the Afghanistan Centre at Kabul University (ACKU) on a project, "Preserving and Creating Access to Afghanistan Literature from the Jihad Period," to catalog, digitize, and create metadata to unique documents. This project is supported by UAL and ACKU; some 17,000 titles are available. ACKU's permanent collection is the region's most extensive, covering a time of war and social upheaval; most documents are in Dari, Pashto and English, are accessible online worldwide, and

garner 100,000s of views yearly. Other collections include scholarly articles and databases, e.g. the original 34 volumes of *Da Afghanistan Kalanay* (Afghanistan Almanac) – unique volumes of the country’s history in Dari/Persian and Pashto languages from 1932-1990, 2 daily newspapers covering 1946-1984, and 2 scholars’ personal archives. UAL also created a standardized Pashto-English app, with 12,000+ words thus far.

**E.2.b. Accessibility.** UAL is open to the public, most days until 9 p.m. Faculty and students from Arizona State U, Northern Arizona U, Pima Community College, and GWLA institutions have UAL borrowing privileges and access to digital resources on site. Teachers and students at other local institutions can obtain a UA library community card. CMES ISPP fellows from community colleges receive UAL borrowing privileges. UAL’s online MES subject guide links to resources available online and through library subscriptions. UA visiting scholars and designated campus colleagues have access to any UAL resource, in print or online. As members of OCLC and OCLC Shares, all UAL collections are available through ILL to any college or university participant in the programs; members of GWLA have access to UAL collections through reciprocal agreements.

## **F. Quality of the Non-Language Instructional Program**

**F.1.a. Quality and Extent of Offerings.** Courses and programs affiliated with CMES (Table F.1) attract students from across the UA and offer specialization in every region of the extended ME, and Islamic societies of Africa and South Asia. Courses cover each historic period from pre-historic (e.g. CLAS 500 *Topics of Egyptology*) to modern (e.g. HIST 471 *History of Migrations in the Modern ME, NA, & the Mediterranean World, c. 1800-Present*); and are country- (e.g. MENA 463 *Iranian Cinema, Gender Issues, & Social Change*) and region-specific (e.g. MENA 496B *Gulf Studies*). Students can enroll in 245 non-language courses, excluding Independent Study (IS) and research credits, with 25%+ ME content: 155 undergrad and 90 grad courses (Course Appx.), with 4,698 enrollments (4,421 undergrad, 277 grad) in 2016-17. 67 ME content courses were created

from 2014-18 (Table F.2), the largest share in MENAS (22), JUS (5), and HIST (4). ME courses

Table F.1. Subject area coverage on non-language courses								
Subject Area	ME-focused courses					Faculty		
	100%		25-99%		Total Classes	100%	50-99%	1-49%
	UG	G	UG	G				
Architecture	1	1	1	1	4			2
Education		1	1		2	2	1	4
Fine Arts	2	1	5	2	10	1	1	6
Humanities	50	28	35	7	120	10	12	21
Journalism	1	1	4	4	10		4	
Law	1	1			2	3		1
Management	1		2	1	4		1	
Public Health				1	1			1
Science		2		1	3		3	8
Soc. Sci.	38	27	13	11	89	14	9	15
UG/G Totals	94	62	61	28	245	30	31	58
Grand Totals	156		89			119		

appeal to many majors; the primary colleges of students in 2016-17 non-language ME courses were SBS (35%), Science (16%), and Eller College of Management (14%); 26% were in STEM fields. Students benefit from wide geographic course coverage (Table F.3). Many ME classes satisfy

GenEd requirements; the curriculum offers humanities, science, and social science at intro (Tier I) and more advanced (Tier II) course levels; regular faculty teach most GenEds. Multi-section JUS

<b>Table F.2. Sample of new course offerings since fall 2014, with 50-100% ME content</b>				
<b>Subject Area</b>	<b>Course Title</b>	<b>Professor</b>	<b>Ugrad</b>	<b>Grad</b>
History	A History of Migrations in the Modern Middle East, North Africa and the Mediterranean World c. 1800-Present	Clancy-Smith	x	x
Social Sciences	Int'l Human Rights, Transnational Justice, and Israel	Hammer	x	
History	Cleopatra: Power, Passion, Propaganda	Futrell	x	x
History	The Late Ottoman Empire	Fortna	x	x
Social Sciences	Science and Society in the Middle East	Günel	x	x
Social Sciences	Politics of Islamism	Turker		x
Humanities	Studies in a Literary Genre: The "Turk Play" in Early Modern England	DiRoberto	x	
Social Sciences	Genealogies of ISIS	Hudson	x	
Humanities	Persian World	Talattof	x	
Humanities	Special Topics in Humanities: Music, Politics, and Resistance in the Middle East (Honors)	Sinclair	x	

and MENAS Tier I courses (e.g. *Jewish Thought & Culture* and *The Religion of Islam*) enrolled 1,150 undergraduates in 2016-17. Tier II MES options (1,276 enrollments, 2016-17) include *History of the ME* (MENA 277A, B), *History & Religion of Israel in Ancient Times* (JUS 372A, B), and *Islamic Thought* (MENA 334). Many ME courses serve the Diversity Emphasis

<b>Table F.3. Geographic region course coverage, # of courses on specific regions (undergrad/grad)</b>										
<b>Subject Area</b>	<b>Arab Countries</b>		<b>Israel</b>		<b>Persianate</b>		<b>Turkic Countries</b>		<b>Multi-Region</b>	
	100%	<100%	100%	<100%	100%	<100%	100%	<100%	100%	<100%
Architecture	1/0	1/1							1/1	
Education									0/1	1/0
Fine Arts		1/1			1/1			0/1	1/0	4/1
Humanities	6/4	6/1	5/2	3/0	5/4	1/1	7/5	1/0	27/13	23/6
Journalism	2/1								1/1	4/4
Law									1/1	
Management								2/1	1/0	
Public Health										0/1
Science	0/1									
Social Science	10/8	1/0	6/1	0/1	2/2		1/0	0/1	21/17	13/19
<b>Totals</b>	<b>30</b>	<b>12</b>	<b>14</b>	<b>4</b>	<b>11</b>	<b>2</b>	<b>13</b>	<b>5</b>	<b>87</b>	<b>67</b>
<b>Region Totals</b>	<b>42</b>		<b>18</b>		<b>13</b>		<b>18</b>		<b>154</b>	

requirement (1,380 enrollments in 2016-17), e.g. *ME Ethnic and Religious Minorities* (MENA 389). Freshman Honors students can take a *Jewish Identity* (HNRS 195H) colloquium.

**F.1.b. Professional Schools.** Relevant courses are offered by UA professional schools, including Architecture, Business, CoE, College of Public Health (CoPH), Earth & Environmental Studies, Journalism, and Music; 32 faculty teach ME-related courses in such fields. MENAS' dual degree programs with Journalism, Information, and Public Administration offer professional options; a MENAS PhD candidate minors in English. Students have professional opportunities via study abroad (e.g. GEOS 597B, MENA 393). Recent MENAS hire Günel is an anthropologist specializing in energy studies and offering a new course in spring 2019, *Infrastructure in the Middle East*, of interest to area studies, arid lands, and architecture majors.

**F.2. Depth of Course Coverage.** UA's coverage of MES is both broad and deep. The wide range and depth of specialized courses is evident in Tables F.1, F.2, F.3. and the Course Appx. Core MES departments History, JUS, and MENAS offer 142 non-language courses (34, 31, and 77, respectively), excluding IS and thesis, an increase of 13% over 4 years. These include classes from beginning to upper levels in a range of fields, allowing students to cover subjects in depth (e.g.

MENA/HIST 277A & B, HIST 381A & B, 445, and 571). Undergrads may enroll in upper level classes with grad students. The ME curriculum includes 64 sets of such 400/500 level classes, which have additional writing, presentation, and research requirements for grad students (e.g. HIST 479/579). Strong in courses with 100% ME content, UA offers undergrad and grad classes with cross-regional perspectives (Table F.3); in the undergrad course *Global Human Rights*, case studies compare Latin America and the ME. Students tailor IS courses to their research interests, e.g. *Anthropology of Modernity* (focus on Turkey) and *Ethnography on Iranian Youth*. Faculty (e.g. Darling, Günel, O'Malley, and S'hiri) continue to create courses to meet curricular needs.

**F.3. Interdisciplinary Courses.** Interdisciplinary coursework is fundamental to the ME curriculum, in which 59% of ME courses are cross-listed between at least 2 departments. Many CMES faculty are trained in 2+ disciplines such as History/Anthropology (Hudson, Park), Arid Lands/Architecture (Chalfoun), and Journalism/Law (Zanger). MES students take courses taught from multiple disciplinary perspectives. Numerous courses place the ME in global context, incorporating comparative material on subjects such as ethics in the media, gender, literature and film, and religious traditions. With 155 courses containing 100% ME content and 90 with 25-99% content (Tables F.1, Course Appx.), UA offers students an array of subject matter and disciplinary perspectives covering multiple regions (Table F.3). These courses are offered by 29 units in 10 colleges. Some interdisciplinary Global Studies majors take these courses for their MES focus. Students routinely combine fields to achieve interdisciplinary perspectives; 49% of Fall 2017 MENAS majors were registered with a double major and 11% were triple majors. UA offers grad students 61 100% ME-content courses and 29 25-99% courses. Students from varied departments use these courses as background for diverse research topics (Table H.3). Grad students entering MENAS must take a multi-disciplinary MES seminar (MENA 595D).



**F.4.a. Non-Language Faculty.** 97 UA faculty plus 22 instructors teach non-language courses and (Table F.1) offer ample resources to support the ME curriculum. 30 of the 119 devote 100% of their time to MES teaching and advising. CMES has extensive ME faculty resources in non-traditional fields, e.g. Architecture (Chalfoun), Journalism (Relly, Zanger), Materials Science and Engineering (Vandiver), LTRR (Touchan) and Water Resources (Megdal).

**F.4.b. TA Pedagogy Training.** Working closely with SBS, CMES and MENAS conduct annual required trainings for MES TAs, lasting 3-5 days, based on international student status, with several ½-day sessions: academic integrity, syllabus formation, use of technology, and pre-service training for language instructors. TAs meet with supervising faculty for specialized instruction and are introduced to CMES resources. SBS' *Teaching Assistant Training Online* is a self-paced module on lesson plan design, leading discussions, encouraging participation, maintaining records, stereotyping, and cultural diversity. The Office of Instruction and Assessment offers a 10-credit curriculum with supervised practice, leading to a Certificate in College Teaching (B.1.b).

## **G. Quality of Language Instructional Program**

**G.1.a. Language Instruction.** The UA has a strong tradition of teaching ME languages and offers Arabic (Modern Standard Arabic – MSA and dialects), Aramaic, Hebrew (Modern and Biblical), Hindi, Kazakh, Kurdish (Kurmanji), Persian, Ottoman, Turkish and Urdu classes in conjunction with JUS, MENAS, and UA Critical Languages Program (CLP) (Table G.1). 2017 language reviewer, Dr. Hussein Elkhafaifi, U Washington, notes that, “The UA Arabic program is a shining example of a successful, well-run and beneficial Arabic program that could serve as a model to other universities....” Also in 2017, Dr. Nahal Akbari, U Maryland, reviewed the UA Persian language program, and said Persian students “...find the staff and faculty to be very caring and dedicated.” New language courses and sections are offered to keep up with demand (e.g. *Minorities in the Arab World* taught in 5<sup>th</sup>-year Arabic).

In 2017, MENAS launched a BA in Arabic. 5 years of MSA are taught; classes include Egyptian,

<b>Table G.1. Middle East language courses, 2016-2017</b>				
<b>Language</b>	<b>Years/ Levels</b>	<b>Sections per year</b>	<b>Credits per full academic year</b>	<b>Total Enrollment 2016-17*</b>
Arabic, MSA	5	45	beg/int/adv 10 4 <sup>th</sup> , 5 <sup>th</sup> : 6-9	479 <sup>^</sup>
Arabic, Levantine	2	6	6	37 <sup>^</sup>
Arabic, Moroccan	3	3	6	15 <sup>^</sup>
Hebrew, Biblical	1	2	6	7
Hebrew, Modern	4	12	beg/int 10 adv/4 <sup>th</sup> 6	167
Hindi	3	16	8	87
Kurdish, Kurmanji	1	2	8	2
Persian, Modern	4	7	beg/int 10 adv, 4 <sup>th</sup> 6	46
Turkish, Modern	4	8	beg/int 10 adv/4 <sup>th</sup> 6	84 <sup>^</sup>
<b>Total ME language enrollment:</b>				<b>924</b>
* see course list for individual course enrollment figures & instructor names				
<sup>^</sup> includes Summer 2017 enrollment				
Aramaic, Kazakh, Ottoman, & Urdu offered on demand (no enrollments in 2016-17)				

Levantine and Moroccan dialect components. Arabic courses include Levantine (2 years), Moroccan, and *Arabic Language Variation in the ME & NA* (taught in Arabic), and periodically *Arabic Media* and *Pedagogy of Teaching of Arabic as a Foreign Language*, designed to respond to growing interest in teaching Arabic as a profession. Since 2012, the UA

features off-cycle 1<sup>st</sup>- and 2<sup>nd</sup>-year MSA, giving students flexibility to begin and continue language study at various points during the year (e.g. one can begin 1<sup>st</sup>- or 2<sup>nd</sup>-year MSA in the spring). According to Elkhafaifi, “this is an excellent feature of the UA program that is rarely found in other Arabic programs in the country.” Arabic is an area of particular strength, with 3 federally-funded UA programs to support student learning. Project Global Officer (PGO) and PGO-Advanced (PGO-A) enhance the Arabic language and intercultural skills of ROTC cadets, bringing them to ACTFL intermediate proficiency (Inter-Agency Language Roundtable (ILR) 1, some to ILR2 and beyond). The Arabic Flagship program guides undergrads from diverse majors to professional Arabic fluency (ACTFL Superior, ILR3). PGO/PGO-A and Flagship students benefit from native-speaker language partners and individualized tutoring; cultural activities and language

teaching materials for both programs are available to all UA Arabic students. The Arabic Flagship will gradually increase the number of content-based courses beyond the 3<sup>rd</sup> year.

Persian language is offered through 4<sup>th</sup>-year, with advanced literature taught in Persian. JUS' Hebrew program offers 2 years of Biblical Hebrew and 4 years of Modern Hebrew. 1 year of Aramaic and 2 of Ottoman are offered upon demand. 4 years of Turkish are taught. In AY 2015-16 and 2016-17, a SLAT grad student developed class materials for online advanced Turkish, which will be taught in summer 2018. In summer 2015, Turkish classes were offered in conjunction with Dokuz Eylül University (DEU) in Izmir, Turkey and will restart in summer 2019. UA with Eastern Mediterranean University offered Turkish classes in Northern, Cyprus in summer 2017. CLP offers Hindi, Kazakh, Kurdish, and Urdu on demand.

**G.1.b. Enrollments.** UA ME language course enrollments totaled 3,521 from fall 2014 to summer 2018, 95% of them undergrad in 2016-17 (850/895), and show notable increases over time. Undergrad enrollments in advanced language courses grew 88% (86 to 162) from 2014-17. Although language study enrollments are decreasing nationwide, UA Arabic enrollments increased from 2014-15 to 2016-17, e.g. MSA by 6%. Summer ME language enrollment growth continues. While maintaining the Arabic program in Jordan, CMES developed a new summer Turkish study abroad program in Northern Cyprus in 2017; UA has affiliated programs in Turkey, Jordan, Morocco, N. Cyprus, and Egypt. From 2014-17, UA summer program enrollments in Arabic rose 72.2%, from 83 to 143. This trend will continue as CMES/MENAS plan new programs and current programs grow. All 2017 UA study abroad program students studied language: 4 studied Levantine Arabic and 19 took MSA in Jordan; 5 students took both MSA and Moroccan in Morocco; 3 students in N. Cyprus took 2<sup>nd</sup>-year Turkish. CMES works closely with Study Abroad to facilitate student participation in these programs (H.2.b and H.2.c). Ellison-Speight will

travel to Oman in 2018 to tour Noor Majan Arabic Institute as a future study abroad site for students interested in Gulf Arabic and Gulf Studies.

**G.2.a. Levels of Language Training.** UA offers at least 4 years of all major ME languages: Arabic, Hebrew, Persian, Turkish, and additional advanced courses (e.g. literature), with 5 years of MSA (Table G.1). ARB 496/596B *Minorities in the Arab World* is a 5<sup>th</sup>-year course, with English used rarely only to explain grammar points. Advanced course topics vary over time, e.g. Farwaneh's 496/596B 5<sup>th</sup>-year Arabic class, *Phonology and Morphology of Arabic Dialects*.

**G.2.b. Courses in Other Disciplines.** Increases in advanced-level student proficiency create a need to expand course offerings and other opportunities for diverse students to engage with ME languages across disciplines. In 2016-17, the colleges contributing most ME language students were SBS (40%), Science (18%), Medicine (8%), and Eller (8%). To meet the needs of advanced learners, CMES proposes 3 new undergrad courses in English with IS credit for students who can read advanced materials: *Persian Kingship* (Persian), *The Politics of Language* (Arabic), *Infrastructure in the ME* (Turkish). UA offers opportunities for students to encounter and use ME languages in disciplines other than language, linguistics, and literature. Advanced Arabic is a prerequisite for MENA 696I *Advanced Islamic Studies*. CMES will sponsor a series of ME language presentations with time for discussion in the relevant language (e.g. Touchan agreed to conduct a tour of the Tree-Ring Laboratory in Arabic, focusing on dendrochronology and ME climate change). Students in many non-language courses use primary resources in the target language for research; MENAS students are encouraged to do so for their BA Capstone project, and expected to do so for their MA theses and PhD dissertations.

**G.3.a. Language Faculty.** UA has ample and well-qualified language faculty. Reviewer Elkhafaifi described the Arabic faculty as "a group of professional, highly devoted and committed

faculty members who cover a wide variety of specializations.” Arabic faculty include Abou Shanab (BA), Al-Khudair (MA), Azaz, Farwaneh, and S’hiri (all 3 PhDs) (with 4 TAs, an Arab-American Language Institute in Morocco – AALIM visiting faculty member, and a Fulbright Foreign Language Teaching Assistant – FLTA). Hebrew faculty consist of Maimon (MA & MS), Nakhai (PhD), Present (MA), and Wright (PhD). Persian faculty include O’Malley (PhD), new in 2017-18, Talattof (PhD), and 3 TAs. UA is hiring an assistant professor of Persian pedagogy to teach beginning fall 2018. Okal (PhD) heads up Turkish language studies, working with an FLTA, and oversees DEU summer faculty; Ottoman has been taught by Darling. UA linguists have expertise in the 4 major ME languages (Arabic/Farwaneh; Hebrew/Ussishkin; Persian/Karimi; Turkish/Wedel) and provide additional classes of interest and advising to TAs. Many language TAs have extensive language pedagogy backgrounds and are often PhD candidates in the SLAT program. A 2018 MENAS PhD graduate secured a 4-year Arabic teaching position at William & Mary; a MENAS MA graduate will teach Arabic at UT Austin this summer. A recent MENAS PhD teaches Persian at Ohio State U and in 2016 taught at the U of Wisconsin-Madison summer Persian program; a MENAS PhD candidate will teach there in 2018. In 2017, a MENAS PhD candidate was hired as a Persian language instructor at Northwestern University.

**G.3.b. Language Pedagogy Training.** CMES supports language faculty/instructors to attend pedagogy conferences and workshops hosted by UA and other institutions (Table G.2). CMES

<b>Table G.2. Faculty/graduate TAs’ language pedagogy trainings, 2014-2018</b>					
	14-15	15-16	16-17	17-18	<b>Total</b>
TAs	4	16	5	15	<b>40</b>
Faculty	4	7	2	8	<b>21</b>
<b>Total</b>	<b>8</b>	<b>23</b>	<b>7</b>	<b>23</b>	<b>61</b>

hosted the Western Consortium ME Language Pedagogy Workshop in 2016 and will again in 2020. The UA will host the 2<sup>nd</sup> biennial North American Conference in Iranian Linguistics in 2019, and the Symposium on Arabic Linguistics in 2020. 12 Arabic and Persian faculty and TAs participated in a 4-day OPI training in Spring 2018

with CMES, Flagship, JUS, MENAS and Roshan support. Instructors benefit from on-campus events, e.g. the CERCLL language and intercultural competency pedagogy conferences (2016, 2018) and a 2018 language-teaching technology workshop.

**G.3.c. Performance-based Instruction.** All UA ME language programs use pedagogical principles of proficiency-based instruction to a high degree. Instructors are developing these principles further in their curriculum design, instructional techniques, and materials, and are incorporating them through proficiency testing. Learning outcomes in Hebrew courses are defined for each semester. Learning outcomes have been in place for Arabic courses since 2003. ME Language Coordinator S'hiri directs the Arabic Flagship, PGO/PGO-A and oversees 1<sup>st</sup>-, 2<sup>nd</sup>-, and 3<sup>rd</sup>-year MSA courses, Arabic TA training, and the development and implementation of instructional design to assure high-quality instruction aligns with proficiency standards. Azaz's CUES research project integrates ACTFL proficiency standards in teaching Arabic; it will serve as a model for all UA LCTLs. Talattof designed advanced Persian courses and teaching materials with the National Foreign Language Center system guidelines based on ACTFL and ILR systems. Turkish instructor Okal makes extensive use of the communicative approach.

Classes regularly incorporate proficiency testing. Through PGO/PGO-A and Flagship, students are tested in Arabic speaking skills using OPI-certified testers. PGO/PGO-A (with 4 semesters of study) and Flagship students also take the Flagship online reading and listening tests. Before students reach 4<sup>th</sup> semester in Flagship and PGO/PGO-A, students take the Arabic online Texas test for listening and reading; CMES is working with the U of Maryland (UMD) Flagship Program to administer this online listening and reading test to Arabic FLAS fellows. UMD Persian Flagship is in the early stages of developing a Persian listening and reading test, and CMES is in communication with them to procure these tests, once offered online, to test Persian FLAS fellows.

All FLAS fellows are tested pre- and post-award. AZ in Jordan and AZ in Turkey students are tested pre- and post-program by certified OPI testers.

**G.4.a. Adequacy of Resources.** Technology used includes Arabic Without Walls, Socrative, Quizlet, Aktub (typing tutor), and Berkeley Film Clip Project resources. ElKhafaifi wrote, “The Arabic Program’s faculty skillfully integrate the use of this current technology into the curriculum....” Language instructional resources include a language lab, software to learn and type in non-Western scripts, and online and digital resources for student/faculty use, including primary source documents. CMES, CERCLL, and Flagship collaborate to develop resources, e.g. film clipping and a corpus of L2 writing for instructional use in Arabic, as well as Turkish Global Simulation (TGS), designed by Okal. A 4<sup>th</sup>-semester course, TGS promotes student success in functional and professional roles in a computer-assisted language learning environment. Students use ME language in informal conversation, language clubs, weekly conversation groups in each language, and cultural activities. 4 Arabic conversation circles meet: Moroccan (1x/week in fall and 2x/week in spring); Egyptian, Levantine, and MSA (2x/week). Learning is individualized, self-paced, content-, project-, and web-based, using authentic materials.

**G.4.b. Language Proficiency Requirements.** UA ME language instruction and assessment methods conform to ACTFL speaking, writing, listening, and reading guidelines. JUS and MENAS degree programs have clear language requirements (Table H.1); in JUS and MENAS, 4<sup>th</sup>-semester proficiency is required for BA students and may be filled by Hebrew and, for MENAS, Arabic, Persian or Turkish or passing a departmentally-approved language Credit-by-Exam test. The new Arabic BA requires 4 levels of MSA, dialect courses, and English-content courses. MENAS PhD students take 2 ME languages. They must attain a high level of proficiency in 1 ME language, sufficient for advanced research, and an intermediate reading level in the 2<sup>nd</sup> ME

language. In addition, each FLAS recipient is assessed at the beginning and end of the award period by an ACTFL-certified OPI tester. PGO/PGO-A and Arabic Flagship have brought an increased use of performance testing; both programs have stated proficiency objectives. Many UA graduates have entered fields in which they continue to use the language skills acquired at UA (C.1.b, C.6.b), demonstrating that their level of proficiency provides a functional ability in the language.

## **H. Quality of Curriculum Design**

**H.1.a. Undergraduate Instruction.** Undergraduate instruction and specialization in MES is incorporated into BA programs in MENAS, JUS, and Global Studies (GLS). The MENAS BA requires 2 years of language study, while the Arabic BA requires 4 years of MSA and additional Arabic courses. Many MENAS majors double major in varied disciplines (F.3), including Business Economics, Geosciences, Global Studies, Journalism, Physiology, Pre-Nursing, and Neuroscience & Cognitive Science. From 2012-2017, 92 undergraduates received a MENAS BA.

The JUS major requires 4<sup>th</sup>-semester proficiency in Hebrew, *Jewish Civilization* (JUS301), 2 history-themed courses, 1 language/literature course, and 2 religion/culture-themed courses, plus 3 additional JUS credits. A JUS minor with a Hebrew emphasis requires 4<sup>th</sup>-semester proficiency; other emphases include history, Judaica, language and literature, and religion and culture. Students may also minor in JUS (18 units; 9 are upper division). ME-focused GLS majors combine language and training with a minimum of 6 weeks of study in the ME (6 months to 1 year is preferred) and coursework in 1 of 4 concentrations. The GLS ME focus requires 37 units, including *Intro to International Studies*, *Dimensions of Globalization*, and 6<sup>th</sup>-semester proficiency in a ME language. CMES shares resources, including speakers and program advising, with the Eller Global Business Program, an 18-credit minor. CMES offers UA undergrads with a 2.5 GPA in ME coursework a Certificate in MES for completion of 18 credits of eligible UA MES coursework; 9 credits must be in non-language courses. From 2014-17, 58 students from 23 majors met MES



**Table H.1 MENAS undergraduate degree requirements**

Degree	Core required units/courses	Language Requirements
<b>MENAS BA Major</b>	<ul style="list-style-type: none"> <li>▶ Minimum 34 units in MENAS, not counting the first year of a ME language.</li> <li>▶ Total of 120 units</li> <li>▶ <i>History of the ME</i> (MENA 277A and B) &amp; MENA 334 <i>Islamic Thought</i></li> </ul>	Two years of a ME language
<b>MENAS Minor</b>	18 units, including 9 upper division	
<b>ARB BA Major</b>	<ul style="list-style-type: none"> <li>▶ Min. 42 upper div. units incl. 22 units in advanced ARB, not counting the 1st year or 2<sup>nd</sup> year of ARB</li> <li>▶ MENA 330 Lang &amp; Society class</li> <li>▶ Total of 120 units</li> </ul>	Four years of ARB language, plus: 2 upper level ARB electives
<b>ARB, PRS, TURK Minor</b>	ARB 101&ARB 102; PRS 101&102; TURK 101& 102 cannot count towards the minor	18 units (9 upper division, 9 non-language units)

certificate eligibility requirements, a 26% increase in numbers of students from 2010-13.

**H.1.b. Appropriateness of Requirements.** BA area studies and language requirements offer comprehensive training in MES. MENAS is constantly refining the requirements to best serve student needs. In 2017, in response to strong student demand, the Arizona Board of Regents approved a BA in Arabic. Students may study several ME languages, major or minor in ARB, JUS and MENAS, minor in Persian or Turkish, or receive an MES certificate. MENAS students often go beyond

the 2<sup>nd</sup>-year language requirement and/or study a second ME language. Many students continue to advanced academic and professional training (Chart C.1). Undergrad Air Force, Army, or Navy ROTC students may enroll in PGO/PGO-A programs, which offer enhanced Arabic language instruction during the academic year and summer intensive Arabic study in Morocco. PGO students major in Microbiology, MENAS, Public Management & Policy, and Political Science. The AZ Arabic Flagship program guides undergrad from varied majors to superior level proficiency, with summer and capstone year intensive programs in Morocco. The new Accelerated MA Program allows students to achieve a MENAS BA and MA in 5 years.

**H.1.c. Training options.** UA MES opportunities, resources, and degree requirements meet or exceed the highest national standards. National Research Center 2010 rankings place UA's Anthropology department in the top 5 nationally, its Linguistic Anthropology and Political

**Table H.2. MENAS/Roshan GIDP graduate degree requirements**

Degree	Core required units/courses	Tracks/Concentrations	Track Requirements	Language Requirement
<b>MENAS Accelerated Master's Program (AMP)</b>	<ul style="list-style-type: none"> <li>▶ 33 units, 12 of which may also be applied to a BA in MENAS</li> <li>▶ Fall senior year: take 595D and 1 500-level MENAS core course</li> <li>▶ Spring senior year: take 2 500-level core MENAS courses</li> <li>▶ 21 credits in MA yr.</li> </ul>	BA leading to General/Pre-professional MA track with one year of graduate study	<ul style="list-style-type: none"> <li>▶ Junior year: Apply by April 1</li> <li>▶ Fall, Sr. Yr: be evaluated by MENAS for admission to AMP</li> <li>▶ Spr Sr Yr: Assemble departmental paper committee</li> <li>▶ Spring MA Yr: Submit dept. paper</li> </ul>	▶ 2 <sup>nd</sup> -year language proficiency in ARB (MSA or MSA and dialect), HEB, PRS, or TURK
<b>MENAS MA</b>	<ul style="list-style-type: none"> <li>▶ 33 units, incl. MENA595D, <i>MES: Approaches, Themes, and Controversies</i></li> <li>▶ 3 units each of ME History, Islamic Studies, and Gender or Culture</li> </ul>	<b>Thesis Track</b>		
		<ul style="list-style-type: none"> <li>▶ Middle East Literatures</li> <li>▶ Islamic Studies</li> <li>▶ Gender &amp; Society in the ME</li> <li>▶ Linguistics of ME Languages</li> <li>▶ History of the ME</li> <li>▶ ME Conflict Studies</li> <li>▶ Topics in ME Studies (self-designed)</li> </ul>	<ul style="list-style-type: none"> <li>▶ 33 units of course work, including 3 or 6 thesis units</li> <li>▶ min. of 3 courses in concentration</li> </ul>	▶ 3 <sup>rd</sup> -year language proficiency in Arabic (MSA), Hebrew, Persian, or Turkish
		<b>General/Pre-Professional Track</b>		
			▶ 33 units of coursework, including final department paper	▶ 2 <sup>nd</sup> -year language proficiency in ARB (MSA or MSA and dialect), HEB, PRS, or TURK
<b>MENAS PhD</b>	<ul style="list-style-type: none"> <li>▶ MENA595D, <i>MES: Approaches, Themes, and Controversies</i></li> <li>▶ 3 units each of ME History, Islamic Studies, and Gender &amp; Society</li> <li>▶ 54 -57 units: 45 in major track, 9 to 12 units in minor</li> <li>▶ 18 dissertation units</li> </ul>	▶ Critical Studies in Modern ME Culture and Society		▶ 3 <sup>rd</sup> -year language proficiency in Arabic (MSA), Hebrew, Persian, or Turkish
		▶ Islamic Studies	▶ seminar in Qur'anic Studies	
		▶ Linguistics of ME Languages	<ul style="list-style-type: none"> <li>▶ 6 units structure</li> <li>▶ 15 units basic/theoretical ling.</li> <li>▶ 2 seminars</li> </ul>	▶ 2 <sup>nd</sup> -year proficiency in 2 <sup>nd</sup> ME language
		▶ ME Literatures (ARB, HEB, PRS, & TURK)		
<b>ROSHAN GIDP MA</b>	<ul style="list-style-type: none"> <li>▶ 30 units, incl. 12 units required core courses; 24 must be non-thesis</li> <li>▶ One research methods class</li> </ul>	▶ Concentration in modern or classical Persian literature		▶ 4 <sup>th</sup> -year language proficiency
		▶ Concentration in Iranian (or other PRS speaking societies') hist., rel., social org. & politics		
<b>ROSHAN GIDP PhD</b>	<ul style="list-style-type: none"> <li>▶ 36 units in major. 12 core units; 9 units minor</li> <li>▶ 18 dissertation units</li> <li>▶ 1 research methods</li> </ul>	▶ Concentration in modern or classical Persian literature		▶ 4 <sup>th</sup> -year language proficiency
		▶ Concentration in Iranian (or other PRS speaking societies') hist., rel., social org. & politics		

Philosophy programs are 1<sup>st</sup>; Geography, Linguistics, Philosophy, and Public Administration rank in the top 15. The journal *Science of the Total Environment* (2012) ranked UA 1<sup>st</sup> in the US and 2<sup>nd</sup> worldwide for environmental research. Students specialize in the ME in many grad programs, e.g. Anthropology, History, Journalism, and Linguistics. MENAS MA students in the thesis track can choose from 7 concentrations. The PhD program offers 4 tracks (Table H.2). MENAS has dual MAs with Journalism, Information, and Public Administration in the School of Government & Public Policy; all have 3<sup>rd</sup>-year ME language requirements. A demanding Anthropology/MENAS PhD requires 3<sup>rd</sup>-year proficiency in 1 ME language and 2<sup>nd</sup>-year proficiency in another. Grad students may minor in MENAS or the Roshan GIDP for Persian and Iranian Studies; MENAS also offers a ME Culture & Pedagogy Graduate Certificate for non-degree study (12 credits, 3 in pedagogy; 6 500-level MENAS courses; 3 additional graduate level credits).

The breadth and flexibility of graduate programs and language and non-language courses distinguish UA MES, e.g., the History Department offers a PhD program in ME Histories to provide students with backgrounds in history, MES, Islam, and related fields. The diversity of UA ME programs is reflected in student thesis and dissertation topics (Table H.3).

**H.2.a. Academic and Career Advising.** MES students receive academic and career advising through colleges, home departments, and CMES. MENAS' home college, SBS, has a Central Advising Office. MENAS students also meet with the MENAS Director of Undergrad Studies and are assigned to 1 of 3 members of the Undergrad Studies Committee. The Grad Advisor counsels grad students; each has a faculty mentor (B.1.c). CMES is committed to students' academic and professional development. CMES' assistant director advises some 80 students a year on grant opportunities, education abroad, further study, internships, and career choices. CMES' director advises students on academic and career plans. UA Graduate College, other colleges, and CMES

offer workshops on statements of purpose and abstract writing, job interviews, and communicating with the media. Ambassador Dunford regularly advises students on diplomatic careers and also gives PD sessions on careers in diplomacy. CMES annually sponsors 2 FLAS information sessions; 1 ME study abroad session with UA Study Abroad (SA); 1 session on CMES programs (Jordan and Turkey); IRB procedures; academic publishing; and sessions with non-academic professionals in ME fields. CMES provides space, advertising, and funding for Middle East &

<b>Table H.3. Examples of Middle East-related MA/PhD topics, 2014-17</b>	
Geography PhD	The identity of the medina, Tripoli, Libya: conservation & urban planning, 19 <sup>th</sup> c. – present
MENAS MA	Variability in comprehension: A look at the proficiency level and working memory functions among nonnative readers of Arabic
Geosciences PhD	Crustal and upper mantle structure of the Anatolian plate: Imaging the effects of subduction termination and continental collision with seismic techniques
Architecture MS	Refugee Relief: development of resilient camps and sustainable communities: the case of Al Zaatari refugee camp
Gender & Women's Studies PhD	Conflict and alliance in the struggle: feminist anti-imperialism, Palestine solidarity, and the Jewish feminist movement of the late 20th century
Political Science PhD	Varieties of Islamism: differences in political party ideology in democracies
MENAS PhD	The diversification of (in)security in 21st century UAE and Qatar: cultivating capital, interdependence and uncertainty
Law SJD	Implications of Sharia law on the development of international commercial arbitration in Islamic countries: a case study on Dubai
MENAS MA	Metathesis of stop-sibilant clusters in modern Hebrew: a perceptual investigation

North Africa Graduate Student Organization events, e.g. their conference, in its 18<sup>th</sup> year in 2018. CMES announces jobs, study abroad, and financial aid opportunities through flyers on campus, on the CMES website and listservs, via Facebook, Twitter, and other social media. MENAS'

graduate student orientation includes a session on resources and opportunities available at CMES.

**H.2.b. Programs Abroad.** UA has long enjoyed strong ties with institutions in the ME and North Africa (NA), and since 2010 has developed study abroad programs. UA maintains ties with institutions, research centers, and language institutes in 16 ME countries; approximately 200 UA students have done research or studied abroad in the ME since 2014, a 33% increase from 2010-13. During 2010-13, CMES initiated 2 study abroad programs: 1) AZ in Jordan and 2) AZ in

Turkey, for which UA signed an agreement with Izmir's Dokuz Eylül University (DEU) to provide intensive summer Turkish language training. In 2017, CMES started a Turkish in the Mediterranean program at Eastern Mediterranean U in N. Cyprus. CMES awarded 3 summer 2018 internship grants to students going to Germany (for work with Iraqi refugees), Morocco, and Lebanon. In 2018, JUS sent 5 students to the AZ in Israel summer program with Hebrew U.

In 2017-18 Zanger and Relly (Journalism), worked with Internews to bring Tunisian exchange students to Arizona; the students interacted with UA Journalism and Arabic students. CMES has extensive MENA-region contacts in the technical sciences, especially through faculty in Agriculture, Chemical Engineering, LTRR, CoPH, SNRE, and Soil, Water, & Environmental Sciences. Recently, CMES worked with OGI and AUC to create a program, HIVE, for UA and AUC architecture students. This collaboration led to Chalfoun's Fulbright scholar application to create a more substantive link between the 2 universities. In fall 2018, 3 classes from CAPLA, Engineering, and SNRE are scheduled to participate in the exchange. AIMS provides resources and programming advice for students interested in North Africa.

**H.2.c. Non-UA Programs.** CMES, JUS, MENAS, SA, and a study abroad fair, promote non-UA

<b>Table H.4. Sample locations of UA students abroad in non-UA programs, 2014-2018</b>		
<b>Country</b>	<b>Name of Program/Funding</b>	<b>Purpose of trip</b>
Azerbaijan	Critical Language Scholarship (CLS) Turkish Program Azerbaijan University of Languages Baku/CLS	Turkish language study
Egypt	American University in Cairo/GI Bill Center for Arabic Study Abroad (CASA) Fellow/CASA	Arabic language study
India	South Asian Flagship Language Initiative, Jaipur, India/Boren	Hindi language study
Israel	Hebrew U, Tel Aviv U/several UA JUS Scholarships & FLAS	Hebrew language
Jordan	Qasid Arabic Institute, CIEE Arabic Program/FLAS & Boren	Arabic language & culture study
Morocco	CLS Arabic Program AALIM, Tangier/CLS Qalam wa Lawh/FLAS	Arabic language & culture study
Oman	CLS Arabic Program Noor Majan, Ibri/CLS	Arabic language & culture study
Turkey	Boğaziçi U/Bonine Scholarship	Turkish language & culture study

programs (Table H.4). Working closely with SA, CMES advises students on ME programs, and holds sessions on studying in the ME. MENAS works with the SA advisor focused on SBS programs. CMES offers advice on program quality, location, and fit with student interests and

needs. SA offers administrative assistance, facilitates study abroad for students at all income levels, and promotes the Gilman scholarship to undergrad Pell Grant recipients. An ex-officio member of the UA OGI Advisory Committee, CMES' director is informed of cooperative study abroad programs, shares information about ME programs, and participates in UA decision-making.

## **I. Outreach Activities.**

**I.1.a. K-12.** CMES has one of the most far-reaching K-12 outreach programs in the US. The Center boasts a FT Director of Educational Outreach, Lisa Adeli, an award-winning high school teacher with a History PhD. A PT graduate student assistant also focuses solely on outreach.

Two factors specific to the US Southwest affect CMES' educational outreach: the region's vast size and ethnic diversity. CMES' primary area is AZ and NM, which occupy 236,000 square miles (nearly 3½ times larger than New England). CMES is employing new strategies to reach remote, underserved areas, many with large minority populations. 2016 census figures indicate that 45% of Arizonans and 62% of New Mexicans are non-White or Latino. The UA is an HSI. CMES takes seriously its outreach to diverse populations. Over the next 4 years, CMES, Center for Latin American Studies, and the Center for International & Global Studies will train teachers from rural AZ and NM to serve as Int'l Studies Ambassadors, who can organize PD programs in their districts and spearhead efforts to infuse international content in the K-12 curriculum throughout the region.

CMES programs reach 1,000s of educators locally and nationally (Table I.1). Over the last 4

<b>Table I.1. Outreach to K-12 educators, August 2014-May 2018</b>		
<b>Activity</b>	<b>No.</b>	<b>Participants</b>
Presentations/workshops for College of Education (CoE) students	8	146
Teacher workshops/institutes (local)	14	261
Presentations/workshops at regional/national teachers' conferences	37	1,177
Information tables at regional/national teachers' conferences	10	2,520
Online lesson plans/materials	166	49,353 views
Creation of lesson plan CDs	4 CDs	4,200
Teachers' listservs (weekly e-bulletins)	2	3,766
Seminars abroad for K-12 educators	2	23

years, CMES and CLAS developed a project with CoE for pre-service teachers, sending speakers to classes, holding workshops for CoE students, and creating an International Curriculum Certificate.

Since 2014, CMES has conducted 16 teachers' local/national workshops, on topics including cultural ties between Arabia-East Africa, current ME crises, and Muslim cultures, as well as programs with CLAS on world literature, refugees, and environmental issues. CMES has developed teachers' workshops in cooperation with the Arizona English Teachers' Association (AETA), National Council for the Social Studies (NCSS), and U.S. Holocaust Memorial Museum.

CMES facilitates the creation/dissemination of curricular materials about the ME. Its website hosts 140 lesson plans and 26 other educational materials (e.g. film guides). An annual lesson plan competition attracts national participation. CMES is nationally known for its teachers' listservs. 3,766 teachers throughout the US receive weekly updates on internationally-themed educational resources and PD opportunities (a 60% increase since 2014); thousands more receive the updates republished by teachers' networks. Several dozen teachers report having participated in national-level programs or using classroom materials described on the listserv.

CMES has organized or co-organized educators' travel abroad programs: 2 of them exclusively for K-12 educators, plus 2 more with 50-60% K-12 faculty. 3 were month-long Fulbright-Hays GPA curriculum development programs (Oman-Zanzibar, 2016; Bosnia-Albania, 2017; Kazakhstan-Uzbekistan, 2018), offered at very low cost to selected participants.

Adeli and educators trained in her programs give presentations and distribute lesson plans/information at regional and national conferences of organizations such as NCSS (and its AZ and Colorado affiliates), National Council for History Education and Arizona Council for History Education (ACHE), and National Council for Teachers of English and AETA. Adeli plays an active role in the Middle East Outreach Council, ACHE, and National History Day in Arizona.

CMES' direct outreach to local K-12 districts is unique (Table I.2). Adeli teaches an ME studies class (dual HS-UA credit) at a low-income, mostly Latino high school. CMES fundraises for the

<b>Table I.2. Outreach to K-12 students, August 2014-May 2018</b>		
<b>Activity</b>	<b>No.</b>	<b>Participants</b>
Full-year ME Studies high school class (dual credit with UA)	4 yrs	109
Information table/student PD session	3	335
Presentations to K-12 classes/groups by CMES speakers	101	2,333
Author/performer visits to large K-12 groups	3	559
Mentoring secondary students' National History Day research	-	97

students' UA tuition. Its lending library contains 333 youth and 152 teachers' books, 18

culture kits, and curricular materials that teachers borrow for classroom use. And CMES gives an annual National History Day state award to encourage secondary students' ME research.

**I.1.b. Post-Secondary Outreach.** While CMES always included community college (CC) faculty in K-14 educators' programs, the past 4 years have seen initiatives exclusively for them (Table I.3.). At the regional level, UA Centers each year organize a workshop for college faculty with lodging support for those from out of town. The latest workshop included faculty from 19 colleges

<b>Table I.3. Outreach to community colleges/MSIs, August 2014-May 2018</b>		
<b>Activity</b>	<b>No.</b>	<b>Participants</b>
CMES-sponsored college educators' workshops/forums	6	251
Speakers to community college events	4	325
Presentations at community college conferences	12	190
Information tables at community college conferences	5	170
Fulbright-Hays GPA curriculum development projects	2	30
Listserv for college educators (weekly e-bulletin)	1	367
Curriculum internationalization website for community college faculty (which all NRCs were invited to join)	1	14 NRC partners

in 4 states. CMES co-sponsored 2 faculty Global Forums with Maricopa County Community College District (MCCCD)

in Phoenix; in southeast Arizona, faculty from MSIs Cochise College and UA South partnered with MENAS professors in projects that added ME content to 13 courses. CMES sent speakers to 4 CC public or student events and to faculty PD events at various regional colleges. Using technology to span geographical distance, CMES partnered with MCCCD and NM Highlands U (a rural HSI), helping them organize/lead extended Fulbright-Hays curriculum development programs to the Balkans (2017) and Central Asia (2018), respectively. The latter project created a model to serve AZ and NM educators in rural areas, conducting pre-travel programs through online platforms. On the national level, CMES has sent Adeli and CC faculty involved in CMES programs



to national conferences of the Community College Humanities Assoc. (3 yrs.) and Community Colleges for International Development (1 yr.). Recognizing the need for a website dedicated specifically to CC instructors across the US, CMES, assisted by a colleague at Indiana U, developed such a website, a platform on which NRCs from all world areas are invited to share materials. CMES has become a national leader in outreach to community colleges and MSIs.

CMES also supports post-secondary work on university campuses, particularly the UA. It conducts a range of programs exclusively for UA students: 13 talks to classes/groups, 11 student PD sessions (e.g. foreign service careers), 4 informal lunch meetings with visiting scholars, 4 cultural events, 1 national undergraduate and 4 national graduate ME/NA conferences, and 2 workshops. CMES also assisted with 6 other academic conferences for post-secondary faculty.

**I.1.c. Business, Media, General Public.** CMES raises awareness of the ME throughout AZ.

<b>Table I.4. Community outreach, August 2014-May 2018</b>		
<b>Activity</b>	<b>No.</b>	<b>Participants</b>
Public talks	107	5,690
Conferences, symposia, mini-class	8	2,130
Film screenings	40	1,076
Author visits	10	688
Other cultural events	16	23,177
Speakers to off-campus groups	55	2,240
Travel abroad program	1	9
Community listservs	3	1,083
Social Media	3	Facebook: 820 Twitter: 890 Instagram: 194
YouTube videos	138	42,136 views

The court system, border patrol, and military have consulted CMES and used its resources or speakers. CMES has a strong working relationship with the media and posts an online media guide of UA experts on Islam and the ME. The Center organizes or participates in on-campus and off-campus

community events (Table I.4); Adeli led community members on a 10-day trip to Bosnia in 2016.

## **J. FLAS Awardee Selection Procedures**

CMES requests 5 Academic Year Graduate, 8 Academic Year Undergraduate, and 4 Summer (undergraduate and graduate) FLAS awards for MSA and Arabic dialects (Egyptian, Levantine, and Moroccan), Hebrew, Persian, and Turkish.

**J.1.a. Advertising.** FLAS award competitions are announced early in the fall semester. CMES tailors announcements to undergrad and grad audiences; as a result, from 2014-15 to 2017-18, CMES received an average of 19 FLAS academic year undergrad applications. CMES makes announcements on listservs (CMES, UA department, UA-wide, and the University Professional Advisors Council lists), posts flyers widely across campus (including in each ME language classroom), places ads in campus papers and newsletters, and notices on social media sites. Many department websites (e.g. Journalism, MENAS, Roshan, and SA) provide prospective and current students with links to CMES FLAS information. CMES circulates competition announcements to UA department heads and academic advisors, including those in professional schools, asking them to inform their students. CMES holds FLAS application information sessions in November for undergrad and grad students. Sessions include presentations by the FLAS coordinator and are advertised widely and in a campus-wide Global Initiatives Office announcement. Ellison-Speight advises individual prospective applicants. An extensive list of FAQs drawn from student questions is online, along with all application materials. CMES requires applicants to submit a Free Application for Federal Student Aid (FAFSA) form to determine their financial need.

**J.1.b. Schedule.** Applications are available in late fall and due in early February. They are available for committee review 2 weeks before the early March selection meeting. Award notifications are made in mid-March; decisions to accept or decline are due in early April. Summer awards are made after ED approval of each candidate's proposed program of study. The FLAS coordinator arranges for pre- and post-testing of fellows' language proficiency. Current AY awardees are notified in mid-April of post-award responsibilities, including proficiency testing, online ED reporting, and reporting to CMES. Summer awardees are notified in early August.

**J.1.c. Priorities.** The CMES FLAS application evaluation rubric assigns additional points to

applicants meeting federal priorities. CMES will implement a 2-stage process. Applicants will be first ranked by academic merit; rankings will then be adjusted after taking into account financial need as defined by students' expected family contribution (J.3.b).

**J.2. Application.** The 3-page application form requests personal information data on academic status, language and level of desired award, language background and proficiency, educational background, and career goals. In a 2-page statement of purpose, applicants explain the relationship of proposed ME language study to their career and academic goals. The application packet includes transcripts, GRE scores (for grad students), and 2 letters of recommendation (1 from a language instructor). Summer applicants also submit information about their chosen summer program(s). They may list up to 3 program options, ranked by preference. All applicants are asked to file an online FAFSA form by January 1 to determine their financial need.

**J.3.a. Selection Committee.** The committee is composed of a majority of CMES Governing Board members, diverse in linguistic, regional and disciplinary expertise (B.2.a.). Student Board members do not participate due to confidentiality issues and conflict of interest.

**J.3.b. Selection Criteria.** Each committee member reads and ranks the applications according to guidelines based on information about ED priorities and rules and point values on the evaluation

<b>Table J.2. Distribution of FLAS awards by language and level, 2014-2018</b>										
	Awards	Language						Level		
	No.	Arabic, MSA	Arabic, Dialects	Hebrew	Russian	Persian	Turkish	Beg	Int	Adv
<b>AY</b>	49	35	1	4		5	4	2	6	41
<b>Summer</b>	34	25	3		1	1	4	1	16	17
<b>Totals</b>	<b>83</b>	<b>60</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>6</b>	<b>8</b>	<b>3</b>	<b>22</b>	<b>58</b>

rubric. In the rubric, strength of statement of purpose is

double-weighted (up to 10 points); the applicant's recommendation letters, evidence of commitment to studies, and academic merit, including test scores, are each assigned up to 5 points. In the summer rubric, an extra point is assigned if the proposed program clearly serves the student's

long-term academic goals. Based on the rubric, board members submit their final academic ranking of applicants to the coordinator, who tabulates the rankings. Information about ranked applicants' federally-defined financial need is shared at the meeting and financial need is factored into the equation. Student rankings are adjusted up or down depending on the level of relative financial need determined by each student's expected family contribution. Final rankings are determined after extensive debate based on potential for success and overall excellence; applicant career and academic goals; financial need; and efforts to share awards across ME languages and varied fields of study. In 2014-18, 70% (58/83) of awards went to advanced-level language students (Table J.2).

## K. Competitive Preference Priorities

<b>Table K.1. NRC and FLAS Competitive Preference Priorities</b>
<b>NRC Competitive Priority 1: Collaboration with MSIs and/or community colleges</b>
Throughout the 2018-21 grant cycle, CMES, in cooperation with other UA international studies/language centers, will engage in a <b>curriculum internationalization partnership with Cochise College, a community college, and UA South—both MSIs with multiple campuses in SE Arizona, and with the Maricopa County Community College District (MCCCD) of 10 community college campuses—4 of them MSIs, in the Phoenix, AZ metropolitan area.</b> The partnership will incorporate international studies content and perspectives into existing courses, and create new international studies courses. CMES will also provide Middle East studies speakers each year to MCCCD's annual Global Forum and to Cochise College's Multicultural Film Series.
<b>NRC Competitive Priority 2: Collaboration with teacher education programs</b>
Throughout the 2018-21 grant cycle, CMES, in cooperation with other UA international studies/language centers, will engage in an <b>internationalization initiative with the UA College of Education (CoE)</b> to internationalize CoE elementary and secondary methods curricula and prepare international education modules for K-12 teaching. The project will include refinement of and enhanced recruitment to the CoE international studies certificate program and curriculum development workshops for pre- and in-service teachers. <b>Internationalization activities at UA South will include curriculum development for teacher-training programs.</b> In the final year of the project, CMES will support national dissemination of CoE internationalization initiative project results.
<b>FLAS Priority 1: Fellowships to Students who Demonstrate Financial Need</b>
<b>CMES will give preference when awarding FLAS fellowships to undergraduate and graduate students who demonstrate financial need</b> as indicated by the students' expected family contribution as determined under Part F of Title IV of the Higher Education Act. Applicants will first be ranked by academic merit, then considered based on demonstrated financial need as defined above, with adjustments made to applicant rankings accordingly.
<b>FLAS Priority 2: Academic Year Fellowships Awarded in the Less Commonly Taught Languages</b>
All academic year FLAS fellowships awarded by CMES will be in Less Commonly Taught Languages: Arabic-- Modern Standard Arabic and Arabic dialects, Modern Hebrew, Persian, and Turkish.

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# University of Arizona

## Center for Middle Eastern Studies

### Appendix: Curriculum Vitae

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Touchan, Ramzi	Research Professor, Laboratory of Tree-Ring Research	80
Triadan, Daniela	Professor, School of Anthropology	80
Türker, Ahmet T.	Limited Term Adjunct Instructor, School of Government & Public Policy	81
Urrea, Beatriz	Associate Professor, Spanish & Portuguese	81
Ussishkin, Adam	Associate Professor, Linguistics	82
Vandiver, Pamela	Professor, Materials Science and Engineering	82
Varady, Robert G.	Research Professor of Environmental Policy (C), Udall Center for Studies in Public Policy and School of Natural Resources and the Environment	83
Vita, Eldon	Administrative Assistant, School of Middle Eastern & North African Studies	83
Wallace, Niamh	Assistant Librarian, Research & Learning Department, University Libraries	84
Wedel, Andrew B.	Associate Professor, Linguistics	84
White III, William A.	Research Assistant, Bureau of Applied Research in Anthropology	85
Willard, Thomas	Professor, English	85
Willerton, John P.	Professor, School of Government & Public Policy	86
Williams, Sarah	Academic Advisor, College of Social and Behavioral Sciences	86
Winter, Matthew	Graduate Teaching Assistant, School of Anthropology and AZ Center for Judaic Studies	87
Wolfley, Miriam	Graduate Teaching Assistant, School of Middle Eastern & North African Studies	87
Wright, J. Edward	Director and Professor, AZ Center for Judaic Studies	88
Yilmaz, Adnan	Graduate Teaching Assistant, Center for Middle Eastern Studies	88
Young, Megan	Program Coordinator, Senior, Center for Middle Eastern Studies	89
Zanger, Margaret	Professor of Practice, School of Journalism	89

## **Appendix: Curriculum Vitae Key**

### **Tenure Key**

Tenured (T)

Tenure-Eligible (TE)

Non-Tenure Eligible (NTE)

Continuing Status (C) – Tenure for Researchers

Continuing Status-Eligible (CE)

### **Language Proficiency Key**

1 = Elementary

2 = Intermediate

3 = Advanced

4 = Fluent

**ABOU SHANAB, MOHAMED ANSARY***Instructor (NTE), School of Middle Eastern & North African Studies*

**Education:** Diploma, Teaching English to Speakers of Other Languages, London Teacher Training College, UK, 2010  
 Certificate, World Arab Translators' Association, Modern Theories of Translation, 2007  
 B.A., English Language & Literature, University of Alexandria, Egypt, 1995

**Academic Experience:** Instructor, School of Middle Eastern & North African Studies, University of Arizona, 2013-Present  
 Adjunct Lecturer, Arabic as a Foreign Language, Indiana University, 2012-2014  
 Instructor, Study Abroad Program, University of London (SOAS), England, 2011-2013  
 Instructor, Study Abroad Program, Leeds University, Alexandria, Egypt, 2010-2013  
 Instructor, Arabic as a Foreign Language, Alexandria Centre for Languages, Alexandria, Egypt, 2007-2013  
 Instructor, English, Al Riwad Centre for Educational Purposes, Alexandria, Egypt, 2000-2006  
 Teacher, English, Lycée de Liberté Language School, Alexandria, Egypt, 1997-2000  
 Teacher, English, Miami College, Alexandria, Egypt, 1995-1996

**Overseas Experience:** Egypt

**Language Proficiency:** Arabic – 4, Spanish – 1

**Specializations:** Arabic Language Instruction

**Distinctions:** Finalist, Five Star Faculty Award, University of Arizona, 2018; ACTFL, Boston, 2016; MESA, Boston, 2016;  
 Accredited translator, English-Arabic, Arab Translator's Network, 2006-Present; ACTFL-OPI Tester of Arabic,  
 American Council on the Teaching of Foreign Languages

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 8 **Select Courses:** Media Arabic; Modern Standard Arabic (Intermediate, Advanced, 4<sup>th</sup>-Yr)

**Language Pedagogy Training:** Free Auditor, ACTFL OPI Workshop, University of Arizona, 2018; AAAL, Chicago, 2018; ACTFL,  
 Nashville, 2017; Diploma, Teaching English to Speakers of Other Languages, London Teacher  
 Training College, 2010

**Number of Recent Publications:** 1

"Methods of Advancing the Teaching of Arabic in America," in *Experiences of Teaching Arabic in North America* (in Arabic), International  
 Center of King Abdullah Ibn Abdel-Aziz, KSA, 191-222. 2015.

**ABRAHAM, MATTHEW***Professor (T), English*

**Education:** Ph.D., English, Purdue University, 2003  
 M.A., Rhetoric and Writing, University of Arkansas at Little Rock, 1998  
 B.A., English/History, University of Arkansas at Little Rock, 1995

**Academic Experience:** Professor of English, University of Arizona, 2016-Present  
 Associate Professor, English, University of Arizona, 2013-2016  
 Associate Professor, Writing, Rhetoric, and Discourse, DePaul University, 2009-2013  
 Assistant Professor, Writing, Rhetoric, and Discourse, DePaul University, 2007-2009  
 Assistant Professor, English, DePaul University, 2006-2007  
 Assistant Professor, English, University of Tennessee (Knoxville), 2004-2006  
 Full-time Faculty Instructor, Edinboro University of Pennsylvania, 2003-2004

**Specializations:** Debates about Israel-Palestine in the American public sphere

**Distinctions:** DePaul Humanities Center Fellow, 2011-2012; Rachel Corrie Courage in the Teaching of Writing Award

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 1 **Select Courses:** Introduction to Rhetorical Theory, Inquiry, and Practice; Historical  
 Studies in Rhetoric and Composition; Literary Analysis; Colonial and Postcolonial Literature

**Dissertations and Theses Supervised Since Fall 2013:** 4

**Number of Recent Publications:** 10

*Toward a Critical Rhetoric on the Israel-Palestine Conflict.* Anderson, SC: Parlor Press, 2015.

*Intellectual Resistance and the Struggle for Palestine.* New York, NY: Palgrave, 2015.

*Out of Bounds: Academic Freedom and the Question of Palestine.* New York and London: Bloomsbury, 2014.

*The Making of Barack Obama: The Politics of Persuasion.* (ed. with Erec Smith) Clemson, SC: Parlor Press, 2013.

**ACAR, AHMET SERDAR***Graduate Teaching Assistant, Center for Middle Eastern Studies*

**Education:** Ph.D. student, Second Language Acquisition and Teaching, University of Arizona, current  
 Diploma, Teaching English to Speakers of Other Languages (DELTA), University of Cambridge, 2013  
 M.A., Curriculum and Instruction, Dokuz Eylul University, Izmir, Turkey, 2006  
 B.A., Foreign Language Education-English Language Teaching, Middle East Technical University, Ankara  
 Turkey, 2001

**Academic Experience:** Graduate Teaching Assistant, English, University of Arizona, 2017-Present  
 Graduate Teaching Assistant, Center for Middle Eastern Studies, University of Arizona, 2016-2017, Summer  
 2018  
 Lecturer, English Language Centre, Yanbu Industrial College, Yanbu Industrial City, Saudi Arabia, 2014-2016  
 Lecturer, Foreign Languages, Izmir University of Economics, Izmir, Turkey, 2001-2013  
 Teacher Trainer, Teacher Development, Izmir University of Economics, Izmir Turkey, 2011-2013  
 Lecturer, Economics, Dokuz Eylul University, Izmir, Turkey, 2005-2006

**Overseas Experience:** Turkey

**Language Proficiency:** Turkish – 4, English – 4

**Specializations:** Curriculum Development, Material Development, Post-method pedagogy, Teacher Development, Identity Issues  
 in ESL/EFL, Student-Centered Teaching

**Distinctions:** Ruth Gardner Teaching Award, UA Writing Program, 2018; Certificate, Blended Learning, FutureLearn, 2015;  
 Certificate, Implementation of Problem Based Learning, German-Malaysian Institute, 2015; Certificate,  
 Teaching Phonology, Izmir University of Economics, 2004

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Number of MES courses (25%+):** 1 **Select Courses:** Turkish (Advanced) – Curriculum development and online instruction in  
 Summer 2018

**Language Pedagogy Training:** Second Language Acquisition and Teaching Ph.D. major; Certificate, Blended Learning, FutureLearn,  
 2015; Certificate, Implementation of Problem Based Learning, German-Malaysian Institute, 2015

**ADAMSON, GRANT W.***Visiting Assistant Professor (NTE), Religious Studies and Classics*

**Education:** Ph.D., Biblical Religious Studies, Rice University, 2014  
 M.A., Biblical Religious Studies, Rice University, 2012  
 M.A., Comparative Studies, Brigham Young University, 2008  
 B.A., Classical Studies, Brigham Young University, 2005

**Academic Experience:** Visiting Assistant Professor, Religious Studies and Classics, University of Arizona 2016-Present  
 Postdoctoral Teaching Fellow, Program in Writing and Communication, Rice University 2014-2016  
 Adjunct Lecturer, Honors College, University of Houston, 2013

**Language Proficiency:** Greek – 4, Latin – 3, Coptic – 3, Hebrew – 3, French - 3, German – 3, Syriac – 2

**Specializations:** New Testament and Early Christianity, Platonic Tradition, Popular Religion in the Greco-Roman World,  
 Papyrology, Bible and Modernity

**Distinctions:** T. Orman Taylor Teaching Fellowship in Religious Studies, Rice University 2012-2013; Presidential Fellowship,  
 Rice University, 2008-2013

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Number of MES courses (25%+):** 2 **Select Courses:** Critical Concepts in Culture; Christianity and Art; Christian Literature  
 and Thought; The Transformation of Society: Christianity in the Greco-Roman World;  
 Judaism, Christianity, Islam: Abrahamic Religions

**Number of Recent Publications:** 9

“Gnosticism Disputed: Major Debates in the Field,” in *Secret Religion: Gnosticism, Esotericism, and Mysticism* (ed. April DeConick),  
 Macmillan Reference, USA, 39-54. 2016.

“‘I Turned Away from the Temple:’ Sethian Counterculture in the Apocryphon of John,” *Gnosis: Journal of Gnostic Studies*, 1: 36-55. 2016.

**ADEGHOUI, HIND***Visiting Instructor (NTE), School of Middle Eastern & North African Studies***Education:** B.A., English Studies, Faculty of Science and Humanities, Moulay Ismail, Meknes, Morocco, 2015**Academic Experience:** Visiting Instructor, School of Middle Eastern & North African Studies, University of Arizona, 2018-Present  
Instructor, MSA and Darija, Arab American Language Institute in Morocco, 2017  
Teacher Assistant, MSA and Darija, Arab American Language Institute in Morocco, 2017  
Internship, Middle East, Private School, 2016  
Teacher, Care for Children and Youth, 2015-17**Overseas Experience:** Morocco**Language Proficiency:** Arabic – 4, English – 3, French – 2**Specializations:** Literature and Human Sciences**Distinctions:** AJI/Dell Certification, 2015**Percentage of Time Dedicated to Area Studies:** 100%**Number of MES courses (25%+):** 1 **Select Courses:** Moroccan Arabic**Language Pedagogy Training:** ACTFL OPI Workshop, University of Arizona, 2018; “Translation between Arabic and English” Workshop, AALIM, 2017; “How to behave with the child and the image” Workshop, Ouislane/Meknes, 2015**ADELI, LISA***Director of Educational Outreach (NTE), Center for Middle Eastern Studies***Education:** Ph.D., History, University of Arizona, 2004  
M.A., History and Applied Linguistics, Indiana University, 1983  
B.S., Foreign Service (Comparative and Regional Studies), Georgetown University, 1979**Academic Experience:** Director of Educational Outreach, Center for Middle Eastern Studies, University of Arizona, 2007-Present  
Affiliated Faculty, Arizona Center for Judaic Studies, University of Arizona, 2012-Present  
Part-time Teacher of Middle East Studies/English, Cholla High, Tucson, AZ, 2013-Present  
Teacher of World History/Honors World History/English, Buena High School, Sierra Vista, AZ, 1995-2007**Overseas Experience:** Serbia (then Yugoslavia), Albania, Armenia, Bosnia, Herzegovina, Morocco, Oman, Palestine/West Bank, Peru, Poland, Turkey. (Upcoming: Kazakhstan, Uzbekistan)**Language Proficiency:** Bosnian/Croatian/Serbian – 3, Persian – 2, Russian – 1, German – 1, Spanish – 1**Specializations:** Ottoman History, Middle Eastern History, Balkan History, Secondary Education**Distinctions:** Fulbright-Hays GPA awards: 2009, 2010, 2016, 2017, 2018; Elected member of Middle East Outreach Council board, 2008-2014; Palestinian American Research Center Faculty Development Seminar (West Bank), 2012; National Council for the Social Studies Award for Global Understanding, 2012; Holocaust Seminar in Poland, 2010; The History Channel’s “History Service Award,” National History Day, 2009; Museum Teacher Fellow of the U.S. Holocaust Memorial Museum (Washington DC) and the National World War I Museum (Kansas City)**Percentage of Time Dedicated to Area Studies:** 100%**Number of MES courses (25%+):** 2 **Select Courses:** Middle Eastern Humanities; History of the Middle East: Modern Middle East (both are high school classes for which students receive full UA credit)**Number of Recent Publications:***Resistance to the Persecution of Ethnic Minorities in Croatia and Bosnia During World War II.* Lewiston, NY: Edwin Mellen Press, 2009.



**AKARSU KARPUZCU, HAYAL***Graduate Teaching Assistant, Anthropology*

**Education:** Ph.D. student, Anthropology, University of Arizona, current  
M.A., Near and Middle Eastern Studies, New York University, 2012  
B.A., Cultural Studies, Sabanci University, 2006

**Academic Experience:** Graduate Teaching Assistant, University of Arizona, South Campus, 2016-Present  
Graduate Teaching Assistant, Anthropology, University of Arizona, 2013-2017

**Overseas Experience:** Turkey

**Language Proficiency:** Turkish – 4, English – 3, Ottoman Turkish – 2, Arabic – 2

**Specializations:** Culture and Power, Security, Policing, Governance, Environment, Cities, Social Theory, Law and Society, Critical Criminology, Science and Technology Studies, Anthropology of the Middle East and Turkey

**Distinctions:** William and Nancy Sullivan Research Grant, School of Anthropology, University of Arizona, 2016-2018; Wenner Gren Foundation, 2015; Carol Kramer Memorial Scholarship Fund Research Grant, 2015; William and Nancy Sullivan Preliminary Research Award, 2014; Traditions, Transitions, and Treasures Fund, 2012-2014.

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Number of MES courses (25%+):** 2 **Select Courses:** Ethnography of the Middle East; World Ethnography

**Number of Recent Publications:** 1

“Proportioning Violence: Ethnographic Notes on the Contingencies of Police Reform,” *Anthropology Today*, 34(1): 11-14. 2018.

**ALHOMSI, RIYAD***Graduate Teaching Associate, School of Middle Eastern & North African Studies*

**Education:** Ph.D., Second Language Acquisition & Teaching, University of Arizona, 2018  
M.A., English Language Teaching, University of Warwick, UK, 2006  
Diploma, Literary Higher Studies, Al-Baath University, Syria, 2005  
Diploma, Education & Teaching Methodology, Al-Baath University, Syria, 2004  
Diploma, Translation, Al-Baath University, Syria, 2003  
B.A., English Language and Literature, Al-Baath University, Syria, 2002

**Academic Experience:** Graduate Teaching Associate, School of Middle Eastern & North African Studies, University of Arizona, 2013-Present  
Arabic Language Instructor, Lehman College, New York City, Sep 2012-Dec 2012  
Arabic Language Instructor, Manhattan College, New York City, Sep 2011-May 2013  
Teacher of Arabic to Speakers of Other Languages, Al-Baath University, Syria, Apr 2009-Jun 2009  
Teacher of Arabic to Speakers of Other Languages, SHABAB Centre, Homs – The British Council, Damascus, Syria, Jun 2009-Sept 2009

**Overseas Experience:** Syria, United Kingdom

**Language Proficiency:** Arabic – 4, English – 4

**Specializations:** Second Language Acquisition & Teaching, Arabic

**Distinctions:** Student-Faculty Interaction Grant, University of Arizona, Spring 2017; Student-Faculty Interaction Grant, University of Arizona, Fall 2014; Full scholarship from the University of Arizona for a PhD Degree in the Second Language Acquisition and Teaching program (SLAT), September 2013; Fulbright FLTA Program Award to teach at Manhattan College, New York City, USA for 2011-2012; Syrian Ministry of Higher Education fully-funded Scholarship for an MA degree in English Language Teaching at the University of Warwick, UK, 2005

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 4 **Select Courses:** Modern Standard Arabic (Elementary & Intermediate)

**Language Pedagogy Training:** ACTFL OPI Workshop, University of Arizona, 2018; Ph.D., in Second Language Pedagogy, University of Arizona, 2018; Phoenix, AZ, 2018

**Number of Recent Publications:** 0

“Teacher Autonomy or Learner Autonomy, Which One Comes First,” *Teaching Professional*, 80(1). 2012.

**AL-KHUDAIR, MUHAMMAD***Instructor (NTE), School of Middle Eastern & North African Studies*

**Education:** M.A., Middle Eastern Studies, University of Arizona, 2014  
 B.A., English/Arabic Translation, 2005  
 Degree, Teachers' Training, Teachers' Training Institute, Syria, 2001

**Academic Experience:** Instructor, School of Middle Eastern & North African Studies, University of Arizona, 2014-Present  
 Teacher of Arabic, al-Huda School, Tucson, AZ, School year 2013-2014  
 Fulbright Foreign Language Teaching Assistant (FLTA) of Arabic, University of Arizona, 2011  
 English Language Instructor, Kalamoon University, Syria, 2008  
 English Language Teacher, Syrian Ministry of Education, 2005

**Overseas Experience:** Syria

**Language Proficiency:** Arabic – 4; Levantine Arabic – 3

**Specializations:** Arabic Linguistics, Language Teaching Methodology

**Distinctions:** Sworn-in Translator's Certificate, Ministry of Justice, Syria; Volunteer, Teaching Arabic, Global Exchange Program

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 5 **Select Courses:** Modern Standard Arabic (Intermediate & Advanced); Levantine Arabic (Conversational & Intermediate)

**Language Pedagogy Training:** ACTFL OPI Workshop, University of Arizona, 2018; Western Consortium Language Workshop, University of Arizona, 2016; STARTALK 2014 Summer Program, "Putting the Arabic Standards Front and Center: Technology as the Core of Standards-Based Arabic Instruction"; Coursework in Second Language Acquisition and Teaching, University of Arizona, 2012; Coursework in Second Language Acquisition and Teaching, Baath University, Syria, 2010.

**ALSHAIBI, SAMA***Professor (T), School of Art*

**Education:** M.F.A., Photography, University of Colorado at Boulder, 2005  
 B.A., Photography, Columbia College, 1999

**Academic Experience:** Professor of Photography, College of Fine Arts, University of Arizona, 2016-Present  
 Associate Professor of Photography, College of Fine Arts, University of Arizona, 2012-2016  
 Assistant Professor of Photography, College of Fine Arts, University of Arizona, 2006-2012  
 Assistant Professor of Art, University of Southern Maine, 2005-06

**Overseas Experience:** U.A.E., Jordan, Palestine, Egypt, Tunisia, Lebanon

**Language Proficiency:** Arabic – 2

**Specializations:** Art, Photography, Refugee Camps, Arts Community Outreach, Video, New Media, Palestinian-Israeli Conflict, Iraq

**Distinctions:** Artist Research & Development Grant Award, Arizona Commission of the Arts, 2018; Sovereign Middle East & North Africa Art Prize, Shortlisted, 2016; Fulbright Scholars Fellow to West Bank, 2014-2015; University of Arizona 1885 Distinguished Scholar, 2013; Elected National Board of Directors, Society for Photographic Education, 2009-2013; U.S. Department of State Arts Envoy to UAE, hosted by US Consulate General, 2012; Teaching Award Honorable Mention, Excellence in Photographic Teaching, The Center, Santa Fe, NM, 2008; Crystal Apple Faculty Recipient (National Teaching Award), Society of Photography Education, 2008

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Number of MES courses (25%+):** 0 **Select Courses:** Discovering Place; Documentary Photography; Advanced Artists' Video; Advanced Photography; The Portrait and the Likeness; Trends in Contemporary Photography; Independent Study

**Dissertations and Theses Supervised Since Fall 2013:** 12

**Number of Recent Publications:** 42

"Silsila," Herbert F. Johnson Museum of Art at Cornell University, New York, September 2017.

"Silsila," Scottsdale Museum of Contemporary Art, Scottsdale, AZ, (Curator: Claire C. Carter).

"Collapse," Ayyam Gallery, Dubai, UAE, (Curator: Maymanah Farhat), 2015.

"Sand Rushes In" Ayyam Gallery, London, UK (Curator: Isabella Hughes), 2015.

*Sama Alshaibi: Sand Rushes In.* (ed. Alfredo Cramerotti & Isabella Hughes), Sama Alshaibi (photographer), Presents work from various series, New York: Aperture, 2015.

"Why We Are Remembered," in *Arab Art Histories, The Khalid Shoman Collection.* (ed. Sarah Rogers & Eline van der Vlist), Essay and color reproductions, The Khaled Shoman Foundation, 2014.

PR/Award # P015A180124

**ALSHULI, ABDALLAH***Staff Writer, Center for Middle Eastern Studies*

**Education:** M.A., Applied Linguistics, University of North Carolina, 2017  
B.A., English, University of North Carolina, 2015

**Academic Experience:** Staff Writer, Center for Middle Eastern Studies, University of Arizona, 2018  
News Writer, Niner Times, 2017-Present

**Language Proficiency:** English – 4, Arabic – 4

**Specializations:** Creative Writing

**Distinctions:** Acting Vice President, Muslim Graduates, University of North Carolina, 2017-2018; Secretary of Public Relations, Graduate and Professional Student Association, University of North Carolina, 2017-2018; Presenter, “The Second Language’s Impact on the First – A look at Academics”, University of Arizona Second Language and Acquisition Interdisciplinary Round Table, 2018

**Percentage of Time Dedicated to Area Studies:** 100%

**ARENAS, ALBERTO***Associate Professor (T), College of Education*

**Education:** Ph.D., Education, University of California, Berkeley, 2000  
M.A., Education, University of California, Berkeley, 1994  
B.A., Psychology, University of Arizona, 1989

**Academic Experience:** Associate Professor, College of Education, University of Arizona, 2009-Present  
Assistant Professor, College of Education, University of Arizona, 2002-2009  
Assistant Professor, Education, University of Massachusetts, 2000-2002

**Overseas Experience:** Colombia, Nicaragua, Brazil, Mexico

**Language Proficiency:** Spanish – 4, Portuguese – 4, French – 2

**Specializations:** Environmental and Sustainability Education, Sociology of Education, Comparative Education

**Distinctions:** Faculty Consultant for CMES/COE Curriculum Internationalization Project, 2018-2021; Co-Director and Co-Principal Investigator, Study of the United States Institute, which brings 40 Indigenous Latin American students per year to the University of Arizona for Leadership Development, 2008-Present; Appointed Member, Scientific Committee of the World Environmental Education Congress, 2013-2015; Appointed Member, Commission on Education and Communication (North America and Caribbean Region) of the International Union for Conservation of Nature (IUCN), 2012-2015; Fulbright Scholar Fellow in Mexico, 2013-2014

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of MES courses (25%+):** 0    **Select Courses:** Education and Development in Latin America; Sustainability and Education; Environmental Education

**Dissertations and Theses Supervised Since Fall 2013:** 7

**Number of Recent Publications:** 2

“De códigos, educación y violencia epistemológica: El caso de la herbolaria mexicana,” *Revista Metapolítica*, 94: 58-63. 2016.

“Successes and Snags of a Sustainability Course in Higher Education,” (with D. Barc & D. Rosemartin Sanchez), *Int. J. of Innovation and Sustainable Development*, 9(3/4): 365-383. 2015.

**ARTUNÇ, CİHAN***Assistant Professor (TE), Economics*

**Education:** Ph.D., Economics, Yale University, 2014  
 M.Phil., Economics, Yale University, 2011  
 M.A., Economics, Yale University, 2010  
 B.A., Economics (High Honors), Bogazici University, Turkey, 2008  
 B.S., Mathematics (High Honors), Bogazici University, Turkey, 2008

**Academic Experience:** Assistant Professor, Economics, University of Arizona, 2014-Present  
 Teaching Fellow, Yale University, 2010-2012

**Overseas Experience:** France, Turkey, U.K.

**Language Proficiency:** Turkish – 4, English – 4, French – 2

**Specializations:** Ottoman Economic History, Law and Economics

**Distinctions:** National Science Foundation Award, \$290,716, 2016; Economic History Association Arthur H. Cole Grant Award, \$5,000, 2016; Economic History Association Dissertation Fellowship, 2013-2014; MacMillan Dissertation Fellowship, 2012-2013; Yale University Graduate Fellowship, 2008-2014; Yale University Cowles Foundation Fellowship, 2008-2012

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of MES courses (25%+):** 3 **Select Courses:** Economic History I; World Economic History; European Economic History until the Industrial Revolution

**Number of Recent Publications:** 9

“Evolution of Business Organizations in the Ottoman Empire and the Turkish Republic, 1850-1950.” (with Seven Ağır). (Forthcoming)

“The Price of Legal Institutions: The Beratlı Merchants in Eighteenth-Century Ottoman Empire,” *Journal of Economic History*, 75(3): 720-748. 2015.

“Barrators, Berats, and Bandits: Economic Implications of Legal Rules in the Ottoman Empire and the Middle East, 1600-1921” (dissertation summary), *Journal of Economic History*, 75(2): 551-554. 2015.

Review of *Reforming Ottoman Governance* (Gorgias Press, 2014) by Fuat Andic and Suphan Andic. *Journal of Economic History*, 75(2): 619-620. 2015.

Review of *Technology, Skills and the Pre-Modern Economy in the East and the West, Vol. 10* (Brill, 2013) by Maarten Prak and Jan Luiten Van Zanden. *Journal of Economic History* 75(1): 268-270. 2015.

**ASSAOUI, HICHAM***Graduate Teaching Associate, School of Middle Eastern & North African Studies*

**Education:** Ph.D. student, Second Language Acquisition and Teaching, University of Arizona, current  
 M.A., Second Language Acquisition and Teaching, University of Arizona, 2018  
 M.A., Middle Eastern & North African Studies – Linguistics, University of Arizona, 2016  
 B.A., English Linguistics, Université Hassan II, 2005, Morocco

**Academic Experience:** Graduate Teaching Associate, School of Middle Eastern Studies, University of Arizona, 2012-Present  
 Arabic Language Instructor, AMIDEAST, Morocco, 2013  
 Arabic Team Leader, Qalam wa Lawh, Morocco, 2013  
 English Language Teacher, La Belle Vue, Morocco, 2009-2012  
 Fulbright Foreign Language Teaching Assistant, St. Edwards University, 2006-2007

**Overseas Experience:** Morocco

**Language Proficiency:** Arabic – 4, English – 4, French – 3

**Specializations:** Second Language Acquisition, Teaching Arabic as a Second Language, Arabic Dialects, Bilingualism, Sociolinguistics of the Middle East, Cognitive Science

**Distinctions:** Student/Faculty Interaction (SFI) Grant; Fulbright Scholarship, 2006-2007

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 3 **Select Courses:** Modern Standard Arabic (Elementary & Intermediate); Moroccan Arabic

**Language Pedagogy Training:** ACTFL OPI Workshop, University of Arizona, 2018; Western Consortium Language Workshop, University of Arizona, 2016; National African Language Resources Center (NALRC) Summer Institute, University of Wisconsin, 2013; ACTFL OPI Training, Texas A&M, 2013

**ATABEY, ALI***Graduate Teaching Associate, History*

**Education:** Ph.D. student, History, University of Arizona, current  
M.A., History, Sabanci University (Turkey), 2012  
B.A., History, Middle East Technical University (Turkey), 2010

**Academic Experience:** Graduate Teaching Associate, History, University of Arizona, 2012-Present

**Overseas Experience:** Turkey, England, France

**Language Proficiency:** Turkish – 4, Ottoman Turkish – 4, English – 4, French – 3, Arabic – 2, German – 2

**Specializations:** Early Modern Ottoman and Mediterranean History, Cross-Cultural and Cross-Religious Interactions, Geohistory, Socio-Legal History

**Distinctions:** National Endowment of the Humanities (NEH) Summer Institute, 2018; Social Science Research Council (SSRC), 2017; International Dissertation Research Fellowship (IDRF), 2017; Social and Behavioral Sciences Research Institute Dissertation Research Fellowship, 2016; SSRC Dissertation Proposal Development Fellowship, 2015; John P. Rockfellow Research Award, 2015

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 3 **Select Courses:** History of Muslim Societies I; Women in Islamic History; World History to 1600; World History Since 1600; The Making of American Cultures, 1600-1877

**ATAKAN, ATACAN***Graduate Teaching Assistant, School of Middle Eastern & North African Studies*

**Education:** Ph.D. student, Middle Eastern & North African Studies, current  
M.A., Ataturk Institute for Modern Turkish History, Bogazici University 2014  
B.A., Global and International Affairs, Bilkent University, 2011

**Academic Experience:** Graduate Teaching Assistant, University of Arizona, 2014-2017  
Network Chair, SSHA Childhood and Youth Studies Network, 2015-2017

**Overseas Experience:** Turkey

**Language Proficiency:** Turkish – 4, Ottoman – 4, English – 4, Arabic – 3, French – 1

**Specializations:** Social History of the Late Ottoman Empire; Everyday Lives of Children in the Late Ottoman Empire

**Distinctions:** CMES Travel Grant, 2015, 2016, 2017; GPSC Travel Grant, 2014, 2016; SSHA/Tilly Graduate Student Travel Award, 2015; Bilkent University Graduation Ceremony, Captain of the Department Award, 2011

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of MES courses (25%+):** 2 **Select Courses:** The Religion of Islam; History of the Middle East

**Number of Recent Publications:** 2

*A Teacher, Agitator, and Guide: Talebe Defteri and Formation of an Ideal Child, 1913 – 1919.* Istanbul: Libra Yayinevi, 2016.

“Creating an Enemy: Children’s Magazines and Different Faces of Enmity (1913-1918),” *Athens Journal of Mediterranean Studies*, 1(4): 341-356. 2015.

**AZAZ, MAHMOUD***Assistant Professor (TE), School of Middle Eastern & North African Studies*

**Education:** M.A., Ph.D., Second Language Acquisition & Teaching (SLAT) (with distinction), University of Arizona, 2014  
 M.A., Arabic Linguistics, School of Middle Eastern & North African Studies, University of Arizona, 2014  
 M.A., Applied Psycholinguistics, Ain Shams University, Cairo, Egypt, 2009  
 B.A., Applied Linguistics, Ain Shams University, Cairo, Egypt, 2005  
 B.A., Teaching English as a Foreign Language, Cairo University, Egypt, 2001

**Academic Experience:** Assistant Professor, School of Middle Eastern & North African Studies, UA, 2014-Present  
 Arabic Program Administration, Assistant to Arizona Arabic Flagship Program Director, UA, 2013-2014  
 Graduate Teaching Assistant, Arabic, School of Middle Eastern & North African Studies, UA, 2010-2014  
 Fulbright Foreign Language Teaching Assistant (FLTA), California State University, Chico, 2009-2010

**Language Proficiency:** Arabic – 4

**Specializations:** Second Language Acquisition Theory, Sociolinguistics of Arabic, Arabic Morphology and Semantics, Bilingual Studies (Arabic-English), Applied Psycholinguistics of Arabic, Arabic L2 Pedagogy & Program Administration

**Distinctions:** UA Center for University Education Scholarship Distinguished Fellow, 2018-20; Dean's Award for Excellence in Lower Division Teaching, 2017; Faculty Collaboration Grant, Confluentcenter, 2016-17; Faculty Seed Grant, 2015; Outstanding Teaching Assistant Award, Graduate & Professional Student Council, UA, 2013; Top Grad Student Submitted Proposal Award, Second Language Research Forum Conference, BYU, 2013

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 3 **Select Courses:** Modern Standard Arabic (Elementary); Arabic Language Variation in the Middle East and North Africa (Taught in Arabic)

**Language Pedagogy Training:** Teaching Arabic as a Second Language, Ann Arbor, MI, 2016; Western Consortium Language Workshop, University of Arizona, 2016; Arabic Language Tagger, Berkeley Language Center, 2012-Present; Certified Teacher of Arabic: Oral Proficiency Interview (OPI), American Council on the Teaching of Foreign Languages (ACTFL), University of Arizona, 2013; Arabic Language Materials Developer & Designer, Critical Language Scholarship Program (CLS) and the Center for Educational Resources in Culture, Language and Literacy (CERCLL), 2012

**Number of Recent Publications:** 11

"Metalinguistic knowledge of salient versus unsalient features: Evidence from the Arabic construct state," *Foreign Language Annals*, 50(1): 214-236. 2017.

"The role of perceptual salience in the L2 acquisition sequence of the Arabic construct state," (with J. Frank), *International Journal of Linguistics*, 27(3): 621-635. 2017.

"Crosslinguistic effects in L2 acquisition: The case of Arabic determiner phrase," *Al-'Arabiyya: Journal of the American Association of Teachers of Arabic*, 49: 1-24. 2016.

"Integrating the genre-based approach into teaching writing in Arabic as a foreign language," *Journal of the National Council of Less Commonly Taught Languages*, 19: 31-60. 2016.

**BADAREEN, NAYEL***Lecturer (NTE), School of Middle Eastern & North African Studies*

**Education:** PhD., Middle Eastern & North African Studies, University of Arizona, 2014  
 M.A., Arts in Religion, Claremont Graduate University, 2008  
 B.S., Engineering, California State University, Los Angeles, 1986

**Academic Experience:** Lecturer, School of Middle Eastern & North African Studies, University of Arizona (UA), 2016-Present  
 Post-Doctoral Fellow, School of Middle Eastern & North African Studies, University of Arizona, 2014-2016  
 Graduate Teaching Assistant, School of Middle Eastern & North African Studies, UA, 2009-2014

**Language Proficiency:** Arabic –4, Persian –2

**Specializations:** Islamic Family Law, Gender, and Early History of Islam

**Distinctions:** Postdoc, UA, 2014-2016; American Institute for Maghrib Studies, 2013; UA Grad. College Fellowship, Spring 2014

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 4 **Select Courses:** History of the Middle East; The Religion of Islam; Islamic Civilization: Traditional and Modern Middle East; Middle Eastern Humanities

**Number of Dissertations and Theses Supervised Since Fall 2013:** 1

**Number of Recent Publications:** 2

"Shī'ī Marriage Law in the Pre-Modern Period: Who Decides for Women?," *Islamic Law and Society*, 23(4): 368-391. 2016.

"The Moroccan Jurist al-Khamlīshī: Can a Woman Become a Legislator (Mujtahid)?," *Mathal*, 5(1), Article 2. 2016.

PR/Award # P015A180124

**BAUSCHATZ, JOHN***Associate Professor (T), Religious Studies & Classics and History*

**Education:** Ph.D., Classical Studies, Duke University, 2005  
B.A., Classical Studies, Brown University, 1997

**Academic Experience:** Associate Professor, Department of History, University of Arizona (UA), 2014-Present  
Associate Professor, Religious Studies & Classics, University of Arizona, 2014-Present  
Assistant Professor, Religious Studies & Classics, University of Arizona, 2007-2014  
Visiting Assistant Professor, Department of Classics, Swarthmore College, 2005-2007

**Overseas Experience:** Greece, Italy

**Language Proficiency:** Ancient Greek – 4, Latin – 4, French – 4, German – 2, Italian – 2

**Specializations:** Greek Papyrology, Crime in Antiquity, Hellenistic and Roman Egypt, Greek and Roman Social History

**Distinctions:** Advisor, Eta Sigma Phi (Classics Honorary Society), 2010-2014; Honors Professor, Honors College, UA, 2011-2014; National Lecturer, Archaeological Institute of America, 2013-2014; Alternate, University of Cincinnati  
Margo Tytys Summer Fellowship, 2008; Faculty Summer Research Award, Swarthmore College, 2006

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Number of MES courses (25%+):** 2 **Select Courses:** Crime and Punishment in the Ancient World; The Ancient Mediterranean: Power and Identity; Ancient History: Roman History; Ancient History: Greek History

**Dissertations and Theses Supervised Since Fall 2013:** 8

**Number of Recent Publications:** 2

“Lochos and Ariston,” *Tyche*, 31(1): 25–45. 2016.

*Law and Enforcement in Ptolemaic Egypt*. Cambridge, UK: Cambridge UP, 2013.

**BETTERIDGE, ANNE B.***Director, Center for Middle Eastern Studies; Associate Professor (NTE), School of Middle Eastern & North African Studies*

**Education:** Ph.D., Anthropology, University of Chicago, 1985  
M.A., Anthropology, University of Chicago, 1974  
B.A., Philosophy, Mount Holyoke College, 1971

**Academic Experience:** Director, Center for Middle Eastern Studies, University of Arizona, 2003-present  
Interim Director, Center for Middle Eastern Studies, University of Arizona, 2001-2002  
Associate Professor, School of Middle Eastern & North African Studies, UA, 2011-present  
Associate Professor, Department of Near Eastern Studies, University of Arizona, 2003-2010  
Assistant Professor, Near Eastern Studies, University of Arizona, 1986-2002  
Research Associate, Southwest Institute for Research on Women, University of Arizona, 1985-1989  
Instructor, Department of National Development and Sociology, Pahlavi University, Shiraz, Iran, 1977-1978

**Overseas Experience:** Iran

**Language Proficiency:** Persian – 4, Russian – 2, Greek – 1

**Specializations:** Iranian Studies, Practice of Shi'ism, Women's Studies

**Distinctions:** Vice President, American Inst. of Iranian Studies, 2017-present; Elected Co-Chair, Council of Nat'l Resource Center Directors, 2010-present; Editorial Board, Int'l Assoc. for Persianate Studies, 2009-2012; Academic Committee, The Fares Center for Eastern Mediterranean Studies, Tufts University, 2003-2012; Conference Organizer, International Society for Iranian Studies, 2004; Executive Director, Middle East Studies Association, 1990-2002; Member, Presidential Search Committee, American Council of Learned Societies, 2002

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 5 **Select Courses:** Ethnography of the Middle East; Iranian Culture and Society; Ethnography of the Middle East: Issues and Research Methods (graduate seminar); Capstone

**Dissertations and Theses Supervised Since Fall 2013:** 16

**Language Pedagogy Training:** Western Consortium Language Workshop, University of Arizona, 2016

**Number of Recent Publications:** 1

“‘Caught Among the Unbelievers’: How Pilgrimage Shapes Iranians’ Understanding of Sectarian Difference,” in *Everyday Life in the Middle East*, 3<sup>rd</sup> edition (ed. Donna Lee Bowen, et al.). Bloomington: Indiana University Press, 362-372. 2014.

**BEZNOSOV, MIKHAIL**

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*Limited Term Adjunct Instructor (NTE), School of Government & Public Policy*

**Education:** Ph.D., Political Science, University of Arizona, 2007  
 Ph.D., Sociology, V. Karazin Kharkiv National University, 1999  
 M.A., Political Science, University of Arizona, 1995

**Academic Experience:** Limited Term Adjunct Instructor, School of Government & Public Policy, University of Arizona, current  
 Associate Professor, Department of Political Sociology, V. Karazin Kharkiv National University, current

**Specializations:** Post-Soviet Politics, Politics in Eastern and Central Europe, Comparative Electoral Politics, Political Marketing,  
 Political Sociology, Transitions to Democracy, Borderland Studies, Energy Politics, Energy Security Studies

**Distinctions:** Head of Governing Board, East-Ukrainian Society for International Studies (EUSIS); Editor, *Studies of  
 Changing Societies* journal

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 1 **Select Courses:** The Politics of Energy Security

**Dissertations and Theses Supervised Since Fall 2013:**

**Number of Recent Publications:** 1

“Internationalising the Curriculum on Campus – and Abroad: Juxtaposing the Lecture Hall and Study Abroad,” (with J.P. Willerton) *European  
 Political Science*, 15(1): 61-72. September 2015.

**BLAKELY, SARAH**

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*Arabic Special Programs Coordinator (NTE), School of Middle Eastern & North African  
 Studies*

**Education:** M.A., French Linguistics, Middlebury College, 2014  
 B.S., French Translation, Kent State University, 2012

**Academic Experience:** Arabic Special Programs Coordinator, School of Middle Eastern & North African Studies, 2016-Present  
 French Interpreter, CyraCom, 2014-2016  
 French High School Teacher, Newbury, OH, 2012-2013

**Overseas Experience:** France

**Language Proficiency:** French – 4, Arabic – 4

**Specializations:** Arabic program coordination, Arabic Flagship, Project Global Officer

**Distinctions:** #1 Top Ranked Interpreter, CyraCom, 2015; Phi Sigma Iota Foreign Language National Honor Society, Lifetime  
 Member, 2009

**Percentage of Time Dedicated to Area Studies:** 100%



**BOURGET, CARINE***Professor (T), French and Italian*

**Education:** Ph.D., French, Michigan State University, 1997  
 M.A., French, Michigan State University, 1992  
 B.A., English Studies, Université Paris VII, 1989

**Academic Experience:** Professor, Dept. of French and Italian, University of Arizona, 2015-current  
 Graduate Studies Director, Dept. of French and Italian, University of Arizona, 2012-2016  
 Associate Professor, Dept. of French and Italian, University of Arizona, 2009-2015  
 Assistant Professor, Dept. of French and Italian, University of Arizona, 2003-2009  
 Visiting Assistant Professor, Dept. of French and Italian, University of Arizona, 2001-2003  
 Acting Director of the French Basic Language Program, University of Arizona, 2001-2002  
 Adjunct Assistant Professor, University of Arizona (South Campus), 1999-2001  
 Adjunct Faculty in French, Pima Community College, 1997-1999

**Overseas Experience:** France, Britain, Jordan, Morocco

**Language Proficiency:** French – 4, Spanish – 2, Arabic – 1

**Specializations:** Francophone Literature and Cinema, Islam in Literature, Islam in France

**Distinctions:** 5-Star Faculty Teaching Award Finalist, University of Arizona, 2014; FACE Tourneés Festival Grant (Spring 2007, Fall 2007, Fall 2008); AATF National French Week Grant, 2001/2002

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of MES courses (25%+):** 3 **Select Courses:** Islam in the Francophone World; Topics in the Maghreb and Near East - Peoples and Cultures; Conflits dans la littérature francophone du monde arabe

**Dissertations and Theses Supervised Since Fall 2013:** 2

**Number of Recent Publications:** 7

“Teaching Assia Djebar, Islam, and Islamic Feminism in the Post 9/11 World,” in *Approaches to Teaching the Works of Assia Djebar*, (ed. Anne Donadey). MLA Series, 121-129. 2017.

“Claiming Integration, Performing Exclusion: Yamina Benguigui’s Documentaries,” *French Cultural Studies*, 27(2): 178-89. 2016.

“Francophone Films to the Rescue: Indigenous Languages and Francophone Studies,” *French Review*, 88(4): 117-125. May 2015.

**BRAITHWAITE, ALEX***Associate Professor (T), School of Government & Public Policy*

**Education:** Ph.D., Political Science, Pennsylvania State University, 2006  
 M.A., Political Science, Pennsylvania State University, 2002  
 B.A., War Studies & History, King’s College, London, 1999

**Academic Experience:** Associate Professor, School of Government & Public Policy, University of Arizona, 2013-Present  
 Senior Lecturer, Political Science, University College London 2008-2013  
 Lecturer, Political Science, University College London, 2007  
 Assistant Professor, Political Science, Colorado State University, 2006-2007

**Overseas Experience:** UK and Lebanon

**Specializations:** Causes and Contagion of Violent and Non-violent Conflict

**Distinctions:** Department of Defense Minerva Initiative Grant (with Faten Ghosn), “Refugee Flows and Instability,” (including interviewing Syrian refugees in Lebanon), 2017

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 0 **Select Courses:** Contagion & Diffusion in World Politics; Terrorism and Counterterrorism; Intro to International Relations; Independent Study

**Dissertations and Theses Supervised Since Fall 2013:** 4

**Number of Recent Publications:** 17

“Does the presence of foreign troops affect stability in the host country?” (with Jeffrey Kucik), *Foreign Policy Analysis*. (Forthcoming)

“Civil conflicts abroad, foreign fighters, and terrorism at home,” (with Tiffany S. Chu), *Journal of Conflict Resolution*. Online, 2017.

“The Impact of Foreign Fighters on Civil Conflict Outcomes,” (with Tiffany S. Chu), *Research & Politics*. Online, 2017.

“Locating Foreign Aid Commitments in Response to Political Violence,” (with Bezerra, Paul), *Public Choice* 169(3-4): 333-355. 2016.

“Does Poverty Cause Conflict? Isolating the Causal Origins of the Conflict Trap,” (with Niheer Dasandi, & David Hudson), *Conflict Management & Peace Science* 33(1): 45-66. 2016.

“Transnational Terrorism as an Unintended Consequence of a Military Footprint,” *Security Studies*, 24(2): 349-375. 2015.

“The Battle for Bagdad: Testing Hypotheses About Insurgency from Risk Heterogeneity,” (with Shane D. Johnson), *Terrorism and Political Violence*, 27(1): 112-132. 2015.

**BREWER, MICHAEL***Librarian (C) & Interim Senior Information Resource Officer, UA Library Administration*

**Education:** Ph.D., Slavic Languages, University of Pittsburgh, 1998  
 M.A., Library & Information Science, University of Pittsburgh, 2001  
 M.A., Russian Language and Literature, University of Arizona, 1995  
 B.A., Russian Language and Literature, University of Arizona, 1989

**Academic Experience:** Interim Senior Information Resource Officer, University of Arizona Library Administration, 2017-Present  
 Librarian, University of Arizona Libraries, current  
 Department Head, University of Arizona Libraries, 2016-2017  
 Senior Fellows, University of California, Los Angeles, 2010  
 Team Leader, University of Arizona Libraries, 2008-2016  
 Associate Librarian, University of Arizona Libraries, 2007-Present  
 Assistant Professor, University of Arizona Libraries, 2002-2007

**Overseas Experience:** Yugoslavia, Russia (Former USSR)

**Language Proficiency:** Russian – 3, Croatian – 2, Serbian – 2, German – 1, Bulgarian – 1, French – 1

**Specializations:** Strategic Planning, Copyright, Disciplinary and Advanced Information Literacy, Online Learning and Assessment

**Distinctions:** Governing Board Member, Center for Middle Eastern Studies, UA, current; Chair for the Office for Information Technology Policy's Copyright Education Subcommittee

**Percentage of Time Dedicated to Area Studies:** 100%

**BUCKNER, MELODY***Interim Dean (NTE), University of Arizona South; Director, Digital Learning Initiatives and Online Education*

**Education:** Ph.D., Teaching, Learning, & Culture, minor in Educational Technology 2015  
 M.S., Educational Technology, Northern Arizona University, 2006  
 B.S., Design Science in Architecture, Arizona State University, 1985

**Academic Experience:** Interim Dean, University of Arizona South, 2016-Present; Institutional Partner in CMES International Studies Partnership Program  
 Director of Digital Learning and Online Education, University of Arizona, 2014-Present  
 Faculty Affiliate, College of Education, University of Arizona, current  
 Consultant on Digital Learning, Center for Middle Eastern Studies, University of Arizona, 2014-2016  
 Instructional Designer, University of Arizona, 2008-2014  
 Instructional Designer, Pima Community College, 2006-2008  
 Adjunct Faculty, Pima Community College, 2003-2008

**Overseas Experience:** Italy, Germany, England

**Specializations:** Learning Space Design, Digital Storytelling, Emerging Technology, Social Networking, Cultural Diversity in Online Education, Online and Blended Learning Environments, Quality Standards for Online Learning

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 0 **Select Courses:** Promoting Diversity in Multicultural Contexts; Introduction to Instructional Design; Advanced Instructional Design; Principles and Practices of Distance Education

**Dissertations and Theses Supervised Since Fall 2013:** 1

**Number of Recent Publications:** 1

“‘Let Me Show You’: An Application of Digital Storytelling for Reflective Assessment in Study Abroad Programs,” in *Handbook of Research on Human Development in the Digital Age*. Hershey, PA: Information Science Reference, 43-65. (Forthcoming 2018)

**CAFFEE, NAOMI***Visiting Assistant Professor (NTE), Russian and Slavic Studies*

**Education:** Ph.D., Slavic Languages and Literatures, University of California, Los Angeles, 2013  
 M.A., Slavic Languages and Literatures, University of California, Los Angeles, 2008  
 B.A., Grinnell College, 2004

**Academic Experience:** Visiting Assistant Professor, Department of Russian and Slavic Studies, 2015-2018  
 Adjunct Assistant Professor, Department of English as a Second Language, Santa Monica College, 2013-2015  
 Lecturer, Department of Slavic, East European, and Eurasian Languages and Cultures, UCLA, 2013-2015

**Overseas Experience:** Russia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan

**Language Proficiency:** Russian – 4, Azerbaijani – 2, Kazakh – 2, Spanish – 2

**Distinctions:** Co-PI, US-Russia Peer-to-Peer Dialogue Program, 2017-2018; Scholar-escort, Fulbright-Hays GPA, “Central Asia: Crossroads of Civilizations”, 2018; College of Humanities Teaching & Outreach Grant, 2017; College of Humanities Faculty Research Fellowship, 2017; Coordinator, Russia & the Middle East Symposium, 2017; Adv. Research Fellowship, US Department of State Title VIII Program for Research and Training on Eastern Europe & Eurasia, 2016; UCLA Non-Senate Faculty Prof. Dev. Award, 2013-2014; UCLA Collegium of University Teaching Fellows, 2012–2013; Foreign Language and Area Studies Fellowship (FLAS), Azerbaijani, 2011–2012

**Specializations:** Postcolonial Approaches to Russian & Central Asian Literacies, Transnational studies, Literary Translation

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Number of MES courses (25%+):** 2 **Select Courses:** A History of Soviet and Post-Soviet Film; Accursed Questions: Russian Writers and Society, 1825-1904; Multicultural Russia; Dimensions of Globalization

**Language Pedagogy Training:** STARTALK Proficiency-Based Pedagogy Program, Russian, Middlebury Summer Institute, 2017

**Number of Recent Publications:** 3

“How Tatiana's voice rang across the steppe: Russian literature in the life and legend of Abai,” *Journal of Eurasian Studies*, 9(1): 12-19. 2018.

**CHALFOUN, NADER V.***Professor (T), School of Architecture, Planning & Landscape Architecture*

**Education:** Ph.D., Arid Lands Resource Sciences, University of Arizona, 1989  
 M.Arch., Architecture, University of Arizona, 1985  
 B.Sc., Architecture, University of Cairo, Egypt, 1972

**Academic Experience:** Professor, School of Architecture, University of Arizona, 1997-Present  
 Lead Facilitator, Stevens Initiative's Harnessing Innovation through Virtual Exchange (HIVE), Center for Middle Eastern Studies, UA, 2018  
 Coordinator, Environmental Education Ph.D. Minor, 2002-Present  
 Faculty on Global Change Ph.D. Minor, 2001-Present  
 Director, Design and Energy Conservation Graduate Masters Program, College of Architecture & Landscape  
 Director, House Energy Doctor, University of Arizona, 1990-Present  
 Senior Research Scientist, Desert Development Center, American University in Cairo, 1989-90  
 Associate Professor, College of Architecture and Engineering, Univ. of Zagazig, Cairo, Egypt, 1972-83, 1989-90

**Overseas Experience:** Egypt, France, Bahrain, Saudi Arabia, Portugal, Spain, Mexico, Colombia

**Language Proficiency:** Arabic – 4, French – 4

**Specializations:** Energy Conservation, Outdoor Thermal Comfort, Architectural Solar Energy Design

**Distinctions:** Chair, MS.Arch. Design & Energy Conservation; "Legend in Energy" award, Assoc. of Energy Engineers, 2013; Carson Renewable Energy Network Fellowship Award, UA, 2012; Hon. Citation, Abu-Alanda Int'l Design Competition, 2010; Energy Education Award, Tucson Metropolitan Education & Energy Commissions, 1999; Vital Signs Nat'l Case Studies Competition, The Energy Foundation & U. Berkeley, 1998; Academic Leadership Award, UA, 1995-96; 2<sup>nd</sup> Place Student Nomination, Giebner Teaching Award, Col. of Architecture, 1994-1995

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 0 **Select Courses:** Sustainable Design (HIVE class managed by CMES)

**Dissertations and Theses Supervised Since Fall 2013:** 38

**Number of Recent Publications:** 10

“Development of Innovative Urban Water Efficiency Systems and a Four-Legged Education Curriculum Addressing Water Reduction, Harvesting Reuse, and Energy Generation technologies,” *Journal of the WIT Press*, 165: 143-152. 2016.

**CHOURA, ABDESSALEM***Instructor (NTE), School of Middle Eastern & North African Studies***Education:** B.A., U.S. British History, Literature, Civilization and Language, Universite de Tunis, 1991**Academic Experience:** Instructor and Arabic Language Tutor, School of Middle Eastern & North African Studies, UA, 2015-Present  
Prima Traduction & Consulting Manager, Tunis, 2013-2015  
U.S. Peace Corps Training Manager, Tunis, 2012-2013  
U.S. Foreign Service Institute Arabic Language Instructor, Tunis, 1996-2012  
U.S. Peace Corps Language Coordinator, 1991-1995**Overseas Experience:** Tunisia, England**Language Proficiency:** Arabic – 4, English – 4, French – 3, Spanish – 2, German – 1**Specializations:** Arabic Literature, English Language**Distinctions:** Organized the ACTFL OPI Workshop, University of Arizona, 2018; American Studies, 1983**Percentage of Time Dedicated to Area Studies:** 100%**Number of MES courses (25%+):** 0 **Select Courses:** Tutors Modern Standard Arabic students (Intermediate & Advanced)**Language Pedagogy Training:** ACTFL OPI Workshop, University of Arizona, 2018; Adults Language Teaching, Bulgaria, November 2012; ACTFL Training in San Diego, November 2016**ÇİVİROĞLU, MUTLU***Instructor and Examiner (NTE), Critical Languages Program***Education:** M.A., Education, Concordia University  
B.A., Political Science, Charter Oak State College, 2000**Academic Experience:** Instructor and Examiner, Critical Language Program, University of Arizona, 2013-Present  
Instructor, Examiner, and Language Tester (ACTFL and Various Schools in Washington, D.C. Area)**Overseas Experience:** Turkey, Canada**Language Proficiency:** Turkish – 4, Kurdish – 4**Specializations:** Kurdish and Turkish, TESOL, Middle East, World Affairs, Extremism, Kurdish Issue**Percentage of Time Dedicated to Area Studies:** 100%**Number of MES courses (25%+):** 4 **Select Courses:** Kurdish (Elementary & Intermediate)**Language Pedagogy Training:** ACTFL Kurdish Test Training Phase I & II; White Plains, NY, Kurdish Testing Certificate

**CİZİRİ, NAZİN***Fulbright Foreign Language Teaching Assistant, School of Middle Eastern & North African Studies*

**Education:** Graduate Certificate student, Middle Eastern Culture & Pedagogy, University of Arizona, current  
B.A., English Language Teaching, Istanbul University, 2016

**Academic Experience:** Fulbright Foreign Language Teaching Assistant, University of Arizona, 2017-2018

**Overseas Experience:** Turkey

**Language Proficiency:** Turkish – 4, English – 4, Kurdish – 3, Swedish – 1

**Specializations:** Teaching English and Turkish as a Second Language

**Distinctions:** Fulbright FLTA Grant, University of Arizona, 2017-2018

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 4 **Select Courses:** Turkish (Elementary & Intermediate)

**Language Pedagogy Training:** English language teaching, English language studies and pedagogical training, 2012-2016

**CLANCY-SMITH, JULIA A.***Regent's Professor (T), History*

**Education:** Ph.D., History, University of California, Los Angeles, 1988  
M.A., History, Georgetown University, 1978  
B.S., Foreign Service, Georgetown University, 1972

**Academic Experience:** Regents' Professor, History, University of Arizona, 2015-Present  
Professor, History, University of Arizona, 1995-2015  
Associate Professor, University of Virginia, 1993-94

**Overseas Experience:** Algeria, Egypt, France, Jordan, Kuwait, Lebanon, Malta, Morocco, Syria, Tunisia

**Language Proficiency:** French – 4, Arabic – 3, Turkish – 2, Italian – 2

**Specializations:** Gender, Migration, North Africa, Mediterranean World

**Distinctions:** John Simon Guggenheim Memorial Foundation Fellow, 2017; First Middle East Studies Association Undergrad Education Award for co-authored textbook, *The Modern Middle East and North Africa: A History in Documents*, 2013; 3 book prizes for *Mediterraneans: North Africa and Europe in an Age of Migration*, Alf A. Heggoy Book Prize, French Colonial Historical Society, 2011, Phi Alpha Theta History Honor Society Award for Best Subsequent Book, 2011, L. Carl Brown American Institute for Maghrib Studies Book Prize [Honorable Mention], 2013; American Historical Association William Gilbert Award for Best Article on Teaching History for "An Undergraduate and Graduate Seminar on Identity and Biography in the Modern Middle East and North Africa," American Historical Association, 2009

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 6 **Select Courses:** History of Muslim Societies II; A History of Migrations in the Modern ME, NA, and the Mediterranean World, c. 1800; Literature of Identity in the Modern Middle East & North Africa; Women, Gender, and Empire in Comparative Historical Perspective; Struggle & Survival in the Modern Middle East & North Africa

**Dissertations and Theses Supervised since 2013: 25****Number of Recent Publications:** 25*A History of North Africa in the Modern Period*. Cambridge: Cambridge University Press, 2018."L'Afrique du Nord à l'époque coloniale: migration, agriculture et échec de l'innovation, 1830-1914," *Revue d'histoire du XIXe siècle*, 53: 97-114. 2016."Lessons from a Small Place: The *Dignity Revolutions* in Tunisia, North Africa, and the Globe," in *The Arab Spring: the Hope and Reality of the Uprisings*, 2<sup>nd</sup> edition. (ed. Mark L. Haas and David W. Lesch). Boulder: Westview Press, 10-39. 2016."From Household to School Room: Women, Trans-Mediterranean Networks, and Education in North Africa," in *French Mediterraneans: Transnational and Imperial Histories*, (ed. Patricia Lorcin and Todd Shepard). Lincoln: University of Nebraska Press, 200-231. 2016."Spring Equinox in the Maghrib: Wrecks, People, and Things in the Sea," *International Journal of Middle East Studies Roundtable*, "View from the Seas," 48(4): 750-753. 2016.

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**CREASMAN, PEARCE PAUL***Curator, Laboratory of Tree-Ring Research; Associate Professor (T), Dendrochronology*

**Education:** Ph.D., Anthropology (Nautical Archeology), Texas A&M University, 2010  
 M.A., Anthropology (Nautical Archeology), Texas A&M University, 2005  
 B.A., Anthropology and Philosophy, University of Maine, 2003

**Academic Experience:** Associate Professor of Dendrochronology, Laboratory of Tree-Ring Research, 2016-Present  
 Associate Professor, Department of Classics, 2016-Present  
 Associate Professor, School of Anthropology, 2016-Present  
 Associate Professor, Arid Lands Resource Sciences, 2015-Present  
 Director, Egyptian Expedition, 2013-Present  
 Curator of Collections, Tree-Ring Laboratory 2009-Present

**Overseas Experience:** Egypt, Turkey, Sudan

**Language Proficiency:** Arabic – 2, Turkish – 1, French – 1

**Specializations:** Ancient History, Egyptology, Archaeology, Near Eastern Interconnections, Maritime Life, Human / Environment, Interactions, Dendrochronology

**Distinctions:** Total in grants \$6M, 63 awards, 41 organizations including U.S. Department of the Interior, USAid, Egyptian National Science & Technology Information Network, American Research Center in Egypt (ARCE), National Science Foundation; current Board of Governors, ARCE; Marion M. Cook Graduate Fellow, Institute of Nautical Archaeology, 2007; L.T. Jordan Institute for International Awareness, Research Fellow: Egypt, 2005; Institute of Nautical Archaeology, Bodrum Museum of Underwater Archaeology (Turkey), Internship, 2004

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of MES courses (25%+):** 10 **Select Courses:** Field School in Egyptian Archaeology; Ancient Egyptian Civilization; Archaeological Sites & Discoveries; Ancient Gods & Goddesses; Experiencing Ancient Egypt's Great Sites (and Museums); The Great Sites and their Archaeological Significance; Maritime History & Archeology of Ancient Egypt; The Valley of the Kings and Ancient Thebes; Topics of Egyptology; Topics in Dendrochronology

**Dissertations and Theses Supervised Since Fall 2013:** 10

**Number of Recent Publications:** 48

*Pharaoh's Land and Beyond: Ancient Egypt and Its Neighbors.* (ed. with R.H. Wilkinson). Oxford & New York: Oxford University Press, 2017.

*Flora Trade Between Egypt and Africa in Antiquity.* (ed. with I. Incordino). Oxford: Oxbow Books, 2017.

"People on the Move: Mobility Across the Eastern Mediterranean Region in the 8th to 6th Centuries BCE," (ed. with M. Wasmuth), *Journal of Ancient Egyptian Interconnections*, 12(1). Tucson: Egyptian Expedition Press. 2016.

An Illustrated Glossary of Arabic-English Dendrochronology Terms and Names," (with H. Touchane, et al.), *Palarch Journal of the Archaeology of Egypt/Egyptology*, 14(3): 1–35. 2017.

"Egypt: 4000–1000 BCE," in *The Sea in World History*. (ed. S. Stein). ABC-CLIO, Vol. 1: 10–18. 2017.

"Additional Evidence in Support of the Identification of the Cairo Dahshur Boats," *Revue d'Égyptologie*, 66: 253–256. 2015.

"From Pit to Procession: The Diminution of Ritual Boats and the Development of Royal Burial Practices in Pharaonic Egypt," (with N. Doyle), *Studien zur Altägyptischen Kultur*, 44: 83–101, pl. 8–11. 2015.

"The Potential of Dendrochronology in Egypt: Understanding Ancient Human/Environment Interactions," in *Egyptian Bioarchaeology: Humans, Animals, and the Environment*. (ed. S. Ikram, et al.). Sidestone Press, 201–210. 2015.

"Eine Einführung in Dendrochronologie für Ägyptologen," (with J.S. Dean), (ed. F. Babst), *Göttinger Miszellen*, 245: 49–66. 2015.

"Tree Rings and the Chronology of Ancient Egypt," *Radiocarbon*, 56(4): S85–S92. 2014.

**DAGHER, SAAD A.***Library Information Associate, Senior (NTE), University of Arizona Libraries*

**Education:** A.A., Oriental Institute of Technical Sciences, Damascus, Syria, 1986  
 A.A., British Careers Training College, Jersey, Britain, 1984

**Academic Experience:** Library Information Associate, Senior, University of Arizona Libraries, 2018-Present  
 Library Information Analyst, University of Arizona Main Library, 2006-2018  
 Library Specialist, Senior, University of Arizona Main Library, December 2004-2006  
 Library Specialist, University of Arizona Science & Main Library, Feb. 1992-2004

**Overseas Experience:** Saudi Arabia, Syria, Lebanon

**Language Proficiency:** Arabic - 4, French – 2, Persian – 1, Turkish – 1, Hebrew – 1

**Specializations:** Translating Arabic, Persian, Turkish, Hebrew and French, Technology in Libraries, Library Services

**Percentage of Time Dedicated to Area Studies:** 75-99%  
 PR/Award #P013A180124

**DARLING, LINDA T.***Professor (T), History*

**Education:** Ph.D., History, University of Chicago, 1990  
 M.A., History, University of Chicago, 1980  
 M.A.T., English and Education, University of Chicago, 1973  
 B.A., English Literature, University of Connecticut, 1967

**Academic Experience:** Professor, Department of History, University of Arizona, 2013-Present  
 Director of Graduate Studies, Department of History, University of Arizona, 2005-2008  
 Associate Professor, Department of History, University of Arizona, 1996-2013  
 Assistant Professor, Department of History, University of Arizona, 1989-1996

**Overseas Experience:** Turkey, Egypt

**Language Proficiency:** Ottoman Turkish – 3, French – 3, Arabic – 2, Turkish – 2, German – 2

**Specializations:** Ottoman Fiscal Administration, The Levant in the Ottoman Period, ME Political Thought and Political Legitimacy

**Distinctions:** President, Ottoman and Turkish Studies Association, 2014-2017; President, Turkish Studies Assoc., 2013-14; General Secretary, Int'l Assoc. for Ottoman Social & Economic History (IAOSEH), 2013-present; Secretary, ARIT, 2007-14; Board of Directors, ARIT, 2002-present; Board of Directors & Executive Committee, IAOSEH, 2001-present; Editorial Board, *Medieval Confluences: Studies in the Intellectual History and Comparative History of Ideas of the Medieval World*, 2009-present; Editorial Board, *Queenship and Power*, 2008-Present

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of MES courses (25%+):** 8 **Select Courses:** History of Muslim Societies II; Women in Islamic History; Ottoman Empire to 1800; Muslim Spain; Revisiting Later Ottoman History; Sources for Middle Eastern Histories; Early Modern Europe; World History; Historiography

**Dissertations and Theses Supervised Since Fall 2013:** 28

**Number of Recent Publications:** 27

“Historicizing the *Timar* System: Identities of *Timar* Holders, 14<sup>th</sup>-17<sup>th</sup> Centuries,” *Turkish Historical Review*, 8: 145-173. 2017.

“Istanbul and Damascus: Officials and Soldiers in the Exercise of Imperial Power (c. 1550-1575).” In *Osmanlı İstanbulu IV*, (ed. Feridun M. Emecen, et al.). Istanbul: 29 Mayıs Üniversitesi and Istanbul Büyükşehir Belediyesi, 313-338. 2017.

**DIROBERTO, KYLE***Assistant Professor (TE) & Program Director, English, University of Arizona South*

**Education:** Ph.D., English, University of Arizona, 2011  
 M.A., English, University of Arizona, 2005  
 B.A., English, University of Arizona, 1999

**Academic Experience:** Program Director, English, University of Arizona South, 2013-Present  
 Assistant Professor, English, University of Arizona South, 2011-Present  
 Adjunct Instructor, UA South, 2007-2008, 2011

**Overseas Experience:** Canada, France, England

**Language Proficiency:** Spanish – 2, Middle English – 1

**Specializations:** Gender, Class, Religion, Race, Shakespeare, Popular Literature

**Distinctions:** International Studies Partnership Program (ISPP) Fellow, Center for Middle Eastern Studies, University of Arizona, 2017-2018; Internal Engaged Learning Grant, University of Arizona, 2016; National Endowment for the Humanities Grant, The Folger Shakespeare Library, 2016; Superior Faculty Award, University of Arizona South Foundation, 2015

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Number of MES courses (25%+):** 2 **Select Courses:** Studies in a Literary Genre: “The Turk Play” in Early Modern England; Literature and Film; Shakespeare; Linguistics and Literature; Technical Writing; Western and Nonwestern Popular Film and Literature

**Number of Recent Publications:** 3

“The Spectacle of Sovereignty: The Abject Multitude in Marlowe’s *The Massacre at Paris* and Shakespeare’s *1 Henry IV*,” *Société Française Shakespeare’s double blind*, peer-reviewed online journal. (Forthcoming 2018)

“‘Oh, teach me how I should forget to think’: The Pedagogical Problems of Pleasure and Rigor in Social Media and Shakespeare,” *Borrowers and Lenders: The Journal of Shakespeare and Appropriation*, 10(1). Online. Spring/Summer 2016

“Representations of the Plowman and the Prostitute in Puritan and Anti-Puritan Satire: Or the Rhetoric of Plainness and the Reformation of the Popular in the Harvey Nashe Quarrel,” in *Rural Space in the Middle Ages and Early Modern Times: The Spatial Turn in Premodern Studies*, (ed. Albert Classen), Berlin, Germany and New York, NY: de Gruyter, 755-794. 2015.  
 PR/Award # P015A180124

**DOTTON, ZURA***Adjunct Lecturer (NTE), Russian & Slavic Studies*

**Education:** Ph.D. student, Second Language Acquisition & Teaching (SLAT), University of Arizona, current  
M.A., English Language/Linguistics, University of Arizona, 2007  
B.A., World Languages, International Affairs, Kazakh State University

**Academic Experience:** Adjunct Lecturer, Russian & Slavic Studies, University of Arizona, current  
Faculty member, Languages, Kazakh-Turkish International University, Shymkent, Kazakhstan

**Overseas Experience:** Kazakhstan, Russia

**Language Proficiency:** Chechen – 4, Russian – 4, Kazakh – 4

**Specializations:** Second Language Acquisition & Teaching, Comparative Analysis of English, Kazakh and Chechen Case Theory

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Number of MES courses (25%+):** 5 **Select Courses:** Kazakhstan – Heart of Eurasia; Chechen (Elementary & Intermediate)

**Language Pedagogy Training:** SLAT Ph.D. student majoring in pedagogy and minoring in L2 analysis

**DUNFORD, DAVID J.***Visiting Scholar (NTE), Center for Middle Eastern Studies*

**Education:** M.A., Economics, Stanford University, 1976  
M.A., Political Science, Stanford University, 1965  
B.S., Economics, Politics, and Engineering, Massachusetts Institute of Technology, 1964

**Academic Experience:** Visiting Scholar, Center for Middle Eastern Studies, University of Arizona, 2017-Present  
Adjunct Instructor, School of Government & Public Policy and School of Middle Eastern & North African Studies, University of Arizona, 1996-2017  
International Consultant, 1995-Present  
Consultant to the U.S. Military (Army and Marines) advising units preparing to deploy to Iraq and Afghanistan, 2004-Present  
Woodrow Wilson Visiting Fellow 2004-Present  
Senior Ministerial Liaison to the Iraqi Ministry of Foreign Affairs, Spring 2003  
Adjunct Professor, Graduate School of International Management, Phoenix, AZ, 1998-2000  
Coordinator, Transition Team for the Bank for Economic Cooperation and Development in the Middle East & North Africa (MENABANK), Cairo, Egypt 1997-1998  
U.S. Ambassador to the Sultanate of Oman, 1992-1995  
Deputy U.S. Ambassador (DCM), (Acting U.S. Ambassador, 15 Months Total, Saudi Arabia, 1988-1992  
Member and Class President of Department of State's Senior Seminar, 1987-1988  
Director, Office of Egyptian Affairs, Department of State, 1984-1987  
Minister-Counselor for Economic Affairs, U.S. Embassy, Cairo, Egypt, 1981-1984  
Deputy Assistant U.S. Trade Representative, Executive Office of the President, 1980-1981  
Director, Office of Development Finance, U.S. Department of State, 1979-1980  
Director, Planning and Economic Analysis Staff, U.S. Department of State, 1977-1979  
Chief, Trade Agreements Division, U.S. Department of State, 1976-1977  
Economist, General Commercial Policy Division, U.S. Department of State, 1973-1975

**Overseas Experience:** Arab World, Egypt, Saudi Arabia, Oman, Iraq, Afghanistan

**Language Proficiency:** Spanish – 3, Finnish – 3, Arabic –1, French - 1

**Specializations:** Oil, Islam, Terrorism, U.S. Policy toward Middle East, Arab-Israeli Conflict, Foreign Service Careers, Nation Building in Iraq and Afghanistan, Business Environment in the ME and NA

**Distinctions:** Governing Board Member, Center for Middle Eastern Studies, UA, current; State Department Superior Honor Award, 2003; Al-Numan Award, First Class, Sultanate of Oman, 1995; Distinguished Citizen Award, University of Arizona Alumni Association, 1994; Presidential Meritorious Service Awards, 1991 and 1992; Christian Herter Award, American Foreign Service Association, 1991

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 2 **Select Courses:** (Has not taught since 2016) Arab-Israeli Conflict; Business Environment in the Middle East and North Africa

**Dissertations and Theses Supervised Since Fall 2013:** 2

**Number of Recent Publications:** 3

“Forward,” in *Countering Heedless Jihad: Toward a Field Manual for Intellectual Sabotage*. J.A. Sheppard, Roman and Littlefield, 2017.



**EATON, RICHARD M.***Professor (T), History*

**Education:** Ph.D., History, University of Wisconsin, Madison, 1972  
 M.A., History, University of Wisconsin, Madison, 1969  
 M.A., History, University of Virginia, 1967  
 B.A., Philosophy, College of Wooster, 1962

**Academic Experience:** Professor, History, University of Arizona, 1994-present  
 Visiting Professor, Brown University, 1998-99  
 Associate Professor, University of Arizona, 1978-94  
 Assistant Professor, University of Arizona, 1972-78

**Overseas Experience:** Bangladesh, India, Iran, Israel, Pakistan

**Language Proficiency:** Persian – 3

**Specializations:** History of India (Premodern and Modern), World History and Comparative History, Islamic History

**Distinctions:** Association of Asian Studies' Ananda K. Coomaraswamy Book Prize Award, \$500, 2016; American Historical Association's John F. Richards Prize, 2015; Birkbeck Lecturer, Cambridge University, 2015; Consultant, The American Forum for Global Education, U.S. Department of Education Title VI, 2002; Woodrow Wilson Fellowship, 1995-96; A. K. Coomaraswamy Book Award for *The Rise of Islam and the Bengal Frontier, 1204-1760*, 1995; Albert Hourani Book Award, *The Rise of Islam and the Bengal Frontier, 1204-1760*, MESA, 1994

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Number of MES courses (25%+):** 1 **Select Courses:** History of Modern India and Pakistan: 1750-Present; History of Medieval India; World History to 1600

**Dissertations and Theses Supervised Since Fall 2013:** 4

**Number of Recent Publications:** 21

"Conquest, Rulership, and the State," in *China, India, and the Presence of the Past*, (ed. Benjamin Elman and Sheldon Pollock). Columbia University Press. (In Press)

"The Persian Cosmopolis (900-1900) and the Sanskrit Cosmopolis (400-1400)," in *The Persianate World: towards a Conceptual Framework*, (ed. Assef Ashraf). (In Press)

"Reconsidering 'Conversion to Islam' in Indian History," in *Islamisation: Comparative Perspectives from History*, (ed. Andrew C.S. Peacock). Edinburgh: Edinburgh University Press, 379-92. 2017.

"Historical Introduction to the Deccan, 1500-1750," in *Sultans of Deccan India, 1500-1700*, (ed. Navina Haidar and Marika Sardar). New York: Metropolitan Museum of Art, 3-13. 2015.

"Rethinking Religious Divides," *Journal of Asian Studies*, 73(2): 305-08. 2014.

"Contested Histories: the Deccan, 1300-1600," *Seminar*, 653: 93-97. January 2014.

*Power, Memory, Architecture: Contested Sites on India's Deccan Plateau, 1300-1600*. (with Phillip B. Wagoner). New Delhi: Oxford University Press, 2014.

**EBRAHIMIAN, MOJTABA***Graduate Teaching Associate, School of Middle Eastern & North African Studies*

**Education:** Ph.D. student, Middle Eastern and North African Studies, University of Arizona, current  
 M.A., English Literature, Shahid Beheshti University, Tehran, Iran, 2011  
 B.A., English Language and Literature, University of Isfahan, Isfahan, Iran, 2008

**Academic Experience:** Graduate Teaching Associate, School of Middle Eastern & North African Studies, UA, 2016-Present  
 Graduate Teaching Assistant, School of Middle Eastern & North African Studies, UA, 2012-2016

**Overseas Experience:** Iran

**Language Proficiency:** Persian – 4, English – 3, French – 2, Arabic – 2

**Specializations:** Persian Language

**Distinctions:** Roshan Institute Fellowship for Excellence in Persian Studies, 2017-2018; Roshan Grad Fellowship, 2013-2015

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 6 **Select Courses:** Persian (Elementary & Advanced); Middle Eastern Humanities; Introduction to Political Islam; History of the Middle East

**Language Pedagogy Training:** ACTFL OPI Workshop, University of Arizona, 2018; *STARTALK Teaching Fellowship* (Persian Language Pedagogy), NYU, 2012

**Number of Recent Publications:** 6

*How to Read World Literature*, (translated into Persian with a critical introduction, original by David Damrosch), Tehran: SAMT. (Forthcoming)

**EDWARDS, GENLISCIA**

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*Arabic Special Programs Coordinator (NTE), School of Middle Eastern & North African Studies***Education:** M.S., Human Resources and Organization Development, University of Louisville, 2014  
B.S., Business Administration, University of Alabama, 2012**Academic Experience:** Arabic Special Programs Coordinator, School of Middle Eastern & North African Studies, University of Arizona, 2016-Present  
Program Coordinator, James Graham Brown Cancer Center, University of Louisville, 2014-2016**Specializations:** Arabic program coordination, Arabic Flagship, Project Global Officer**Percentage of Time Dedicated to Area Studies:** 100%**ELLIOTT, MARK**

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*Lecturer (NTE), Arizona Center for Judaic Studies***Education:** Ph.D., M.A., Near Eastern Studies, University of Arizona, 1998  
M.L.S., Library Science, University of Arizona, 1983  
B.A., M.A., Jewish History, California State University – Los Angeles, 1977**Academic Experience:** Adjunct Professor, Judaic Studies, University of Arizona, 2010-Present  
Adjunct, Religious Studies, University of Wyoming, 2003-2013  
Permanent Full-Time Faculty, Laramie Community College, 1986-2010**Overseas Experience:** Israel**Language Proficiency:** Biblical Hebrew – 3, Modern Hebrew – 3, French – 1, Greek – 1**Specializations:** Jewish History, Bible, Bible and Archaeology, Early Christianity**Distinctions:** Fulbright-Hays, Israel, 1980**Percentage of Time Dedicated to Area Studies:** 100%**Number of MES courses (25%+):** 4    **Select Courses:** History and Religion of Israel in Ancient Times: Ezra-Nehemiah to the Roman Empire; Jesus, Judaism and Archaeology; Early Judaism and Christianity; History and Religion of Ancient Israel: The Biblical Period**Number of Recent Publications:** 1*The Old Testament in Archaeology and History*, Waco, TX: Baylor University Press, 2017.

**ELLISON-SPEIGHT, JULIE***Assistant Director (NTE), Center for Middle Eastern Studies*

**Education:** Ph.D., Near Eastern Studies, University of Arizona, 2014  
 Undergraduate Certificate in Computer Systems and Networks, American Military University, 2015  
 M.A., Near Eastern Studies, University of Arizona, 2005  
 B.A., History and International Studies, University of South Carolina Honor's College, 2001

**Academic Experience:** Assistant Director, Center for Middle Eastern Studies, Tucson, AZ, 2016-Present  
 PI, Stevens Initiative's Harnessing Innovation through Virtual Exchange (HIVE), University of Arizona, 2018-Present  
 Director, Department of Defense Project Global Officer Program, Center for Middle Eastern Studies, University of Arizona, 2016-2017  
 Substitute Teacher, Alexandria City Public Schools, Alexandria, VA, 2012-2016  
 Contractor and Graduate Student Worker, Middle East Studies Association (MESA), 2005-2015  
 Instructor and Graduate Teaching Associate, University of Arizona, 2003-2007  
 Graduate Student Worker, Center for Middle Eastern Studies, 2004-2005

**Overseas Experience:** England, Egypt, Amsterdam, Morocco, Tajikistan

**Language Proficiency:** Persian – 3, Modern Standard Arabic – 2, Moroccan Arabic – 2, Tajik – 1, French - 1

**Specializations:** Ph.D. Dissertation: "Sediqeh Dowlatabadi: An Early Twentieth Century Advocate of Iranian Modernity (1882-1961 CE)" M.A. Thesis: "A Comparative Analysis of Women's Movements in Egypt, Algeria, and Iran (1900-2000 CE)"

**Distinctions:** Professional Development Award, University of Arizona Appointed Professionals Advisory Council, 2017;  
 Coordinator, Russia and the Middle East Symposium, 2017; PI, Department of Defense Project GO (\$500k), 2016

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of Recent Publications:** 2

"Opium Use among Women in Modern Iran," in volume honoring Charles D. Smith. (Forthcoming)

"Which Half is Hidden? The Public or the Private: An Analysis of Milani's *The Hidden Half*," in *Conflict and Development in Iranian Film*, (ed. Asghar Seyed-Gohrab and Kamran Talattof). Leiden University Press, 63-76. 2013.

**ELSAYED, AHMAD***Graduate Teaching Assistant, School of Middle Eastern & North African Studies*

**Education:** Ph.D. student, Second Language Acquisition & Teaching (SLAT), University of Arizona, current  
 M.A., Applied Linguistics, American University in Cairo, 2015  
 B.A., Medicine, Ain Shams University, 2001

**Academic Experience:** Graduate Teaching Assistant, School of Middle Eastern & North African Studies, UA, 2015-Present  
 Assistant, Arabic Program, School of Middle Eastern & North African Studies, University of Arizona, 2017  
 Arabic Instructor, Leiden University, Netherlands  
 Arabic Instructor, French Institute, Egypt

**Overseas Experience:** Egypt, Netherlands

**Language Proficiency:** Arabic – 4, French – 3, Spanish – 3, Italian – 3, German – 3, Dutch – 2, Japanese – 1, Hebrew – 1

**Specializations:** Second/Foreign Language Learning

**Distinctions:** One-year internship at the Leiden University Institute for Area Studies (LIAS)

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Number of MES courses (25%+):** 2 **Select Courses:** Modern Standard Arabic (Elementary)

**Language Pedagogy Training:** ACTFL OPI Workshop, University of Arizona, 2018; SLAT Ph.D. student

**EL VILALY, AUDRA**


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*Assistant Director and Assistant Professor of Practice (NTE), School of Geography & Development*

**Education:** Ph.D., Geography, University of Arizona, 2017  
M.A., Geography, University of Arizona, 2010  
B.A., International Development Studies, University of Arizona, 2006

**Academic Experience:** Assistant Director, Master's in Development Practice (MDP), School of Geography and Development, University of Arizona, 2017-present  
Assistant Professor of Practice, Master's in Development Practice (MDP), School of Geography and Development, University of Arizona, 2017-present  
Graduate Teaching Associate, Institute of the Environment, UA, 2015-2016  
Graduate Teaching Associate, School of Geography and Development, UA, 2011-2016

**Overseas Experience:** Benin, Niger, Senegal, South Sudan, Sudan, Mauritania, Tanzania, Tunisia

**Language Proficiency:** French – 4; German – 4; Swahili – 3; Arabic (Modern, Tunisian) – 3; Arabic (Juba, Hassaniya) – 2; Hausa – 2

**Specializations:** Geography, Climate Change

**Distinctions:** Consultant, Development of CMES environmental studies study abroad program in Morocco, 2018; University of Arizona Graduate College Fellowship; Louise Foucar Marshall Foundation Dissertation Fellowship; Association of Pacific Coast Geographers (APCG) Women's Network Travel Award, 2015; The Society of Woman Geographers (SWG) Evelyn L. Pruitt National Fellowship for Dissertation Research, 2015-2016

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 0 **Select Courses:** Media Geography Research Methods; Geography of Africa

**Number of Recent Publications:** 2

"Climate Change and Water Resources in West Africa: Transboundary River Basins," (with Mohamed Abd Salam El Vilaly), Report for the *African and Latin American Resilience to Climate Change Project*. USAID, August 2013.

**FAHMY, SHAHIRA**


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*Professor (T), School of Journalism*

**Education:** Ph.D., Journalism, University of Missouri at Columbia, 2003  
M.A., Journalism & Mass Communication, American University in Cairo, Egypt, 2000  
B.A., Journalism & Mass Communication, American University in Cairo, Egypt, 1991

**Academic Experience:** Professor, School of Journalism, University of Arizona, 2015-Present  
Associate Professor, School of Journalism, University of Arizona, 2008-2015  
Honorary appointment, School of Middle Eastern & North African Studies, 2008-Present  
Honorary appointment – Department of Communication, 2011-Present  
Affiliated member of the Institute of the Environment, 2011-Present

**Overseas Experience:** Egypt, Italy

**Language Proficiency:** Arabic – 4, French – 4, Italian – 4

**Specializations:** Visual Communication with an International Perspective, Political Communication, Conflict and Crisis Reporting, Media Performance during Wartime (specifically regarding the ME)

**Distinctions:** Editorial Board, *Mass Communication & Society*, current; Fulbright Specialist, 2015-2016; Fulbright Specialist Grant, U.S. Mission to African Union, 2014; Nat'l Communication Assoc. Research Excellence Award, most outstanding book in visual communication, 2014; Invited speaker, int'l crises & conflict reporting, Universität der Bundeswehr, Germany, 2014; Invited keynote speaker, int'l symposium, Hans-Bredow-Institute for Media Research, University of Hamburg, Germany, 2013; Founded The Arabian Club, UA, 2013; Invited by National Institute for Civil Discourse (NICD) to be associated with its inter-disciplinary research UA faculty community, 2013; Invited to Gamma Phi Beta scholarship dinner for help, support and impact in teaching, 2013; Associate Editor, *Mass Communication & Society*, 2011-2014

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of MES courses (25%+):** 1 **Select Courses:** Media & Terrorism; International Media Systems; Reporting the News

**Dissertations and Theses Supervised Since Fall 2013:** 1

**Number of Recent Publications:** 16

"The Promise to the Arab World: Attributes of U.S. President Obama in Arabic-Language Tweets," *International Communication Gazette*, 80(2): 119-134. 2018.

**FALCO, CHARLES M.***UA Chair, Condensed Matter Physics; Professor (T), Optical Sciences and Physics*

**Education:** Ph.D., Physics, University of California, Irvine, 1974  
 M.S., Physics, University of California, Irvine, 1971  
 B.S., Physics, University of California, Irvine, 1970

**Academic Experience:** Professor, University of Arizona, 1982-present

**Overseas Experience:** France, Germany, Italy, Japan, Qatar

**Specializations:** Islamic Science History, State of Science & Sci. Funding in Islamic ME, Islamic Cultural Artifact Conservation

**Distinctions:** Dwight Nicholson Medal for Outreach, 2015; Vice President, Ibn al Haytham Light, History, and Applications Int'l Society, 2015; Member, Board of Directors Sharjah Int'l Foundation for the History of Arab & Muslim Science; Qatar Nat'l Research Foundation Award, \$1M, 2013; Phi Beta Kappa Visiting Scholar, 2011–2012; Elected Fellow, Society of Photo-optical Instrumentation Engineers "for specific achievements in x-ray optics, optics and art history," 2009; UA Leading Edge Researcher Award, 2009; Ziegfeld Lectureship Award, Nat'l Art Education Assoc., 2008; Distinguished Lecture, Mathematical and Physical Sciences, National Science Foundation, Arlington, Virginia, 2006; Elected Fellow, Inst. of Electrical & Electronics Engineers, 2005; Elected Fellow, Optical Society of America "for internationally known work in metallic and semiconductor superlattice thin films and epitaxial ultra-thin films and the education of students," 2000

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 0 **Select Courses:** Thin Film Optics; Current Subjects in Optical Science; Independent Study

**Dissertations and Theses Supervised Since Fall 2013:** 4

**Number of Recent Publications:** 9

*Ninth International Conference on Digital Image Processing (ICDIP 2017)*. (Ed. with Xudong Jiang) Proceedings of SPIE, Vol. 10420, 2017.

"Sol-gel deposited aluminum-doped and gallium-doped zinc oxide thin-film transparent conductive electrodes with a protective coating of reduced graphene oxide," (with Zhaozhao Zhu, et al.), *Journal of Nanophotonics*, 10(2): 026001. April-June 2016.

**FARWANEH, SAMIRA***Associate Professor (T), School of Middle Eastern & North African Studies*

**Education:** Ph.D., Arabic and Linguistics, University of Utah, 1995  
 M.A., Linguistics, University of Iowa, 1986  
 B.A., Arabic Language and Literature, Kuwait University, 1977

**Academic Experience:** Graduate Studies Director & Advisor, School of MENAS, University of Arizona, 2012-2017  
 Associate Professor, School of Middle Eastern & North African Studies, University of Arizona, 2010-Present  
 Assistant Professor, School of Middle Eastern & North African Studies, University of Arizona, 2003-2010  
 Assistant Professor, Department of Linguistics, University of Arizona, 2008-Present  
 Assistant Professor, Second Language Acquisition and Teaching Program, University of Arizona, 2003-2010

**Overseas Experience:** Kuwait, Palestine, Jordan, Egypt

**Language Proficiency:** Arabic – 4, Hebrew – 2, French – 2, Persian – 1

**Specializations:** Arabic/Semitic Linguistics, Pedagogy, Phonology, Morphology, Sociolinguistics, Language & Gender

**Distinctions:** College of Social and Behavioral Sciences Excellence Award for Graduate Teaching, 2010; Teaching Fellowship to attend the Wakonse conference on teaching, 2008; *Center for Educational Resources in Culture, Language, & Literacy*: Arabic Learner Written Corpus: A Resource for Research and Learning, 2007-2009

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 17 **Select Courses:** Minorities in Arab World (Taught in Arabic); Intro to Arabic Linguistics; Phonology & Morphology of Arabic Dialects; Languages & Societies of the ME; Structure of a ME Language: Arabic; Modern Standard Arabic (Elem., Inter., 4<sup>th</sup>-Year); Levantine Arabic (Inter.); Egyptian Arabic; Seminar on Diglossia; Politics of Language (will have extra credit in Arabic)

**Dissertations and Theses Supervised Since Fall 2013:** 16

**Language Pedagogy Training:** Western Consortium Workshop; Provided orientation to language TAs as language coordinator 2009-11

**Number of Recent Publications:** 4

"Diglossia, variation and Structural complexity," in *Handbook of Arabic Linguistics*, (ed. Karin Ryding and David Wilmsen), Cambridge, UK: Cambridge University Press. (Under Review)

"Sequential Constraints on Coda in Palestinian Arabic," in *Challenging Sonority*, (ed. Martin Ball and Nicole Müller), Equinox, 122-143. 2016.

PR/Award # P015A180124

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**FORTNA, BENJAMIN***Director and Professor (T), School of Middle Eastern & North African Studies*

**Education:** Ph.D., Modern Middle Eastern History (With Departmental Honors), University of Chicago, 1997  
 M.A., School of International Affairs, Columbia University, 1987  
 B.A., Near Eastern Languages and Literatures, Yale University, 1984

**Academic Experience:** Director and Professor, School of Middle Eastern & North African Studies, University of Arizona, 2015-Present  
 Professor of the History of the Middle East, SOAS, University of London, 2011-2015  
 Senior Lecturer, Modern History of the Middle East, SOAS, University of London, 2005-2011  
 Lecturer, Modern History of the Middle East, SOAS, University of London, 1997-2005  
 Visiting Lecturer, Department of History, Washington University in St. Louis, 1996-1997  
 Instructor, Modern Arabic Literature in Translation, Loyola University, 1994

**Overseas Experience:** England, Turkey

**Specializations:** History, Education, State and Society Relations

**Distinctions:** Governing Board Member, Center for Middle Eastern Studies, UA, current; Advisory Board Member, Centre for Ottoman Studies, U of London, 2016; Editorial Board Member, *Middle Eastern Studies*, 2014-Present; Visiting Senior Fellowship, Koç University Research Center for Anatolian Civilizations, Turkey, Mar-Apr 2014; Editorial Board Member, *Turkish Historical Review*, 2009-Present

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 3 **Select Courses:** History of the Middle East: Modern ME; The Late Ottoman Empire

**Dissertations and Theses Supervised Since Fall 2013:** 10

**Number of Recent Publications:** 7

“Education and Change in the Late Ottoman Empire and Turkey: Space, Time and Text,” *Journal of Educational Media, Memory, and Society*, 10(1). (Forthcoming 2018)

*The Circassian: The Life of Eşref Bey Late Ottoman Insurgent and Special Agent.* Oxford University Press, 2016.

*Childhood in the Late Ottoman Empire and After.* (Editor). Leiden: Brill, 2015.

**FRIESEN, COURTNEY***Assistant Professor (TE), Religious Studies and Classics*

**Education:** Ph.D., Classical and Near Eastern Studies, University of Minnesota (UM), 2013  
 M.A., Divinity, Gordon-Conwell Theological Seminary, 2007  
 B.A., Physics, Bethel University, 2001

**Academic Experience:** Assistant Professor of Classics, University of Arizona, 2015-Present  
 Instructor, Greek, University of Oxford, 2015  
 Faculty Member, University of Oxford, 2014-2015  
 College Lecturer, University of Oxford, 2013-2015  
 Visiting Instructor, Hamline University, 2012-2013  
 Adjunct Professor, Northwestern College, 2008-2013

**Overseas Experience:** United Kingdom

**Language Proficiency:** Ancient Greek (Classical and Koine) – 2, Hebrew – 2, Latin – 2, German – 2, French – 2

**Specializations:** Biblical Studies, Christianity in Ancient Greece, Rome

**Distinctions:** Paul J. Actemeier Award for New Testament Scholarship, Society of Biblical Literature, 2017; Manfred Lautenschläger Award for Theological Promise, Forschungszentrum Internationale und Interdisziplinäre Theologie, U of Heidelberg, 2016; Goldenberg Prize for Outstanding Essays in Jewish Studies, UM, 2013; Doctoral Dissertation Fellowship, UM, 2012–2013; John Roach Fellowship, UM, 2012, 2013; North American Patristics Society Outstanding Student Paper Prize, 2012; Theresa & Nathan Berman Grad Fellowship in Jewish Studies, UM, 2012; Mary J. Dovolis Fellowship in New Testament & Christian Studies, UM, 2010, 2012; Grad Research Partnership Project, UM, 2011; Leo & Lillian Gross Scholarship in Jewish Studies, UM, 2010–2011; Roetzel Family Grad Fellowship in Religions in Antiquity, UM, 2010; John Roach Fellowship, UM, 2009

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Number of MES courses (25%+):** 2 **Select Courses:** Christianity in the Greco-Roman World; Intro to the Bible: NT

**Dissertations and Theses Supervised Since Fall 2013:** 5

**Number of Recent Publications:** 19

“Dying Like a Woman: Euripides’ Polyxena as Exemplum between Philo and Clement of Alexandria,” *Greek, Roman, and Byzantine Studies*, 56: 623–45. 2016.

*Reading Dionysus: Euripides’ Bacchae and the Cultural Contestations of Greeks, Jews, Romans, and Christians.* Studien und Texte zu Antike und Christentum 95. Tübingen: Mohr Siebeck, 2015.

PR/Award # P015A180124

**FUTRELL, ALISON***Associate Professor (T), History*

**Education:** Ph.D., Ancient History & Mediterranean Archaeology, University of California, Berkeley, 1991  
 M.A., Ancient History & Mediterranean Archaeology, University of California, Berkeley, 1986  
 B.S., Anthropology, University of Utah, 1983

**Academic Experience:** Associate Professor of Roman History, Department of History, University of Arizona, 1998-Present  
 Assistant Professor of Roman History, Department of History, University of Arizona, 1992-1998  
 Center for the Humanities Visiting Fellow, Oregon State University, 2006-2007

**Overseas Experience:** Greece, Spain, Wales,

**Language Proficiency:** Latin – 2, Classical Greek – 2, French – 2, German – 2, Castilian – 2, Catalan – 2, Italian – 2

**Specializations:** Roman Symbols & Rituals of Power, Representations of Ancient Rome in the Modern World

**Distinctions:** Biggs Lecturer, Archaeological Institute of America (AIA), 2014-2015; Student-Faculty Interaction Grant, UA, 2012; Annual Foot Soldier Award, AIA, 2012; Finalist, Graduate & Professional Students Council Member of the Year, 2005

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Number of MES courses (25%+):** 2 **Select Courses:** Cleopatra: Power, Passion, Propaganda; The Ancient World in Film; History of Western Civilization from the Rise of Cities to the Counter-Reformation; History of Rome

**Dissertations and Theses Supervised Since Fall 2013:** 24

**Number of Recent Publications:** 7

*Oxford Handbook of Sport and Spectacle in the Ancient World*, (ed. with Thomas Scanlon). Oxford, England: Oxford University Press. (Forthcoming 2018)

*Barbarian Queens: Paradoxes of Gender, Power and Identity*. Austin, Texas: University of Texas Press. (Monograph in Progress, Under Contract)

*The Roman Games*. Revised 2<sup>nd</sup> edition. Oxford, England: Blackwell Publishing. (In Progress)

"Memories of Storied Heroes," in *STARZ Spartacus: Reimagining and Icon on Screen*, (ed. A. Augoustakis and M. Cyrino), Edinburgh: Edinburgh University Press, 7-23. 2016.

**GHOSN, FATEN***Associate Professor (T), School of Government & Public Policy*

**Education:** Ph.D., Political Science, Pennsylvania State University, 2006  
 M.A., Public Administration, American University of Beirut, Lebanon, 2000  
 B.A., Public Administration, American University of Beirut, 1998

**Academic Experience:** Associate Professor, School of Government & Public Policy, University of Arizona, 2013- Present  
 Assistant Professor, School of Government & Public Policy, University of Arizona, 2006-2013

**Overseas Experience:** Lebanon, Jordan

**Language Proficiency:** Arabic – 4, French – 1

**Specializations:** Conflict, Conflict Management, Negotiation, Lebanon, Political Islam, Transitional Justice

**Distinctions:** Dept. of Defense Minerva Initiative Grant (with Alex Braithwaite), 2017; Käte Hamburger Kolleg / Centre for Global Cooperation Research Award, \$19,700, 2016; Advance Grant, U of Maryland (with Kanisha Bond and Lauren Jasny), 2015; USIP Case Study Competition with Christina Sciabarra; Faculty Seed Grant Award, 2011

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Number of MES courses (25%+):** 2 **Select Courses:** International Politics of the Middle East; Armed Conflict and Conflict Management; Scientific Study of Conflict

**Dissertations and Theses Supervised Since Fall 2013:** 12

**Number of Recent Publications:** 8

"Analyzing Identity in Peace Agreements, 1989-2006," (with Christina Sciabarra), *Peace Research: The Canadian Journal of Peace and Conflict Studies*. (Forthcoming)

"Cultural Similarity and Mediation Offers in Interstate Conflicts, 1945-1995," (with Kanisha Bond), *International Negotiation*, 20:269-290. 2015.

"When and Whom to Join: The Expansion of Ongoing Violent Interstate Conflicts," (with Kyle A. Joyce and Reşat Bayar), *British Journal of Political Science*, 44(1): 205-238. January 2014.

**GIBBS, DAVID N.***Professor (T), History*

**Education:** Ph.D., Political Science, Massachusetts Institute of Technology, 1989  
M.A., Government, Georgetown University, 1983  
B.A., Political Science, George Washington University, 1979

**Academic Experience:** Professor, Political Science, History, University of Arizona, 2010-Present

**Overseas Experience:** Niger

**Language Proficiency:** French – 3

**Specializations:** U.S. Foreign Policy – Third World, International Relations of Former Yugoslavia, International Relations of Afghanistan

**Distinctions:** Advisor, Phi Alpha Theta, UA, current; O'Donnell Grant, George Bush Library Foundation; Earl H. Carroll Magellan Circle Fellow, 2010-2011; Research Fellow, Udall Center for Studies in Public Policy, University of Arizona, 1998; MacArthur Postdoctoral Fellow, 1980-90

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Number of MES courses (25%+):** 1 **Select Courses:** History of American Foreign Relations since 1914; Economy and Society in Historical Perspective; Introduction to Political History

**Number of Recent Publications:** 10

"Afghanistan and the Politics of Quagmire: A Retrospective Analysis of US Policy," in *Rebuilding Afghanistan*. (ed. Adenrele Awotona). London: Routledge, 2018. (Forthcoming)

"The Principle of 'First Do No Harm,'" in *The Routledge Companion to Humanitarian Action*. (ed. Roger MacGinty and Jenny H. Peterson). London: Routledge, 109-119. 2015.

"Researching the Parapolitical: Replication, Qualitative Research, and Social Science Methodology," in *The Dual State: Parapolitics, Carl Schmitt, and the National Security Complex*. (ed. Eric Wilson). Surrey, UK: Ashgate Press, 101-116. 2012.

"The Military-Industrial Complex in a Globalized Context," in *Corporate Power and Globalization in US Foreign Policy*. (ed. Ronald W. Cox). New York: Routledge, 95-113. 2012.

**GRAIZBORD, DAVID***Associate Professor (T) and Assistant Director, Arizona Center for Judaic Studies*

**Education:** Ph.D., History, University of Michigan, 2000  
M.A., History, University of Michigan, 1996  
B.A., Political Science, UC San Diego, 1990

**Academic Experience:** Associate Professor, Judaic Studies, University of Arizona, 2007-Present  
Assistant Director, Arizona Center for Judaic Studies, University of Arizona, 2016-Present  
Assistant Professor, University of Arizona, 2001-2007  
Visiting Assistant Professor of Jewish Studies, Franklin and Marshall College, 2000-2001

**Overseas Experience:** Israel, Spain, Portugal

**Specializations:** Sephardic Jewish History, Early Modern Jewish History, Jewish Mysticism

**Distinctions:** Program Leader, Arizona in Israel Study Abroad, 2018; Junior Faculty Development Leave, College of Social and Behavioral Sciences, University of Arizona, 2006; Faculty Small Grant, Office of the Vice-President for Research, University of Arizona, 2004; Research Grant, The Maurice Amado Foundation for Sephardic Studies, 2004; Research Grant, Program for Cultural Cooperation between Spain's Ministry of Education, Culture and Sports and United States Universities, 2004; Rackham Merit Fellowship, University of Michigan, 1994-2000

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of MES courses (25%+):** 9 **Select Courses:** Early Modern Europe; Jewish Identity, Loss and Resilience in Historical Perspective: From the Bible to Gal Gadot (Honors Class); Jewish Civilization: A "Gateway" Course; History of the Jews: The Jew in the Medieval World (to the 17<sup>th</sup> Century); Judaic Studies Seminar; Kabbalah and Jewish Mysticism; The Spanish Inquisition

**Dissertations and Theses Supervised Since Fall 2013:** 2

**Number of Recent Publications:** 5

"The Quiet Conversion of a 'Jewish' Woman in Eighteenth-Century Spain," in *Conversions: Gender and Religious Change in Early Modern Europe*. (ed. Simon Ditchfield and Helen Smith). Manchester, England: Manchester University Press, 41-60. 2017.

"Between Ethnicity, Commerce, Religion, and Race: The Elusive Definition of an Early Modern Jewish Atlantic," in *Theorising the Ibero-American Atlantic*. (ed. by Harald E. Braun & Lisa Vollendorf). Boston: Brill, 117-140. 2013.



**GRAMLING, DAVID***Director of Graduate Studies and Associate Professor (T), German Studies*

**Education:** Ph.D., German Literature, University of California Berkeley, 2008  
 M.A., German Literature, University of California Berkeley, 2002  
 B.A., German (Highest Honors), Middlebury College, 1999

**Academic Experience:** Associate Professor, Department of German Studies, University of Arizona, 2017-Present  
 Assistant Professor, Department of German Studies, University of Arizona, 2010-2017  
 Director of Graduate Studies, Department of German Studies, University of Arizona, 2012-Present  
 Summer Faculty, Middlebury College German School, 2011, 2013

**Overseas Experience:** Turkey, Jordan, Palestine, Israel

**Language Proficiency:** German – 4, Spanish – 4, Turkish – 3, French – 2, Arabic – 1

**Specializations:** Turkish German Studies, Mass Migration, Multilingualism, Literary Translation, Critical Theory

**Distinctions:** American Association for Applied Linguistics Book Award Winner for *The Invention of Monolingualism*, 2018; Founding Member, Arizona Center for Turkish Studies; £2,000,000 Large Grant, Arts and Humanities Research Council of the United Kingdom, *Researching Multilingually at the Borders of Language, the Body, Law and the State*. PI: Prof. Phipps, OBE, University of Glasgow; \$25,000 with Chantelle Warner and Asli Iğsız, Collaboration and Innovation Grant, Confluence: A Center for Creative Inquiry, “Multilingual, 2.0?: An International Symposium and *Critical Multilingualism Studies*”; \$8,000, Faculty Seed Grant, “Critical Discourse Analysis, Bioethics, and Race: A Qualitative Inquiry”; New Faculty Fellow, American Council of Learned Societies, 2010-2012; Fulbright Fellow, Humboldt University (Berlin), Seminar for Cultural Studies, 2006–2007; Fellow, American Research Institute in Turkey, Boğaziçi University (Istanbul), Summer 2003; Research Fellow, Berkeley Language Center, Spring 2003

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Number of MES courses (25%+):** 4 **Select Courses:** Introduction to Literature; Minority Discourses: Refuge; “Minority” Views of German Culture; Translingual Modernities: Literature and Film on the German-Turkish Axis

**Dissertations and Theses Supervised Since Fall 2013:** 18

**Number of Recent Publications:** 46

*Linguistic Disobedience: Restoring Power to Civic Language*, (with Y. Komska and M. Moyd). London: Palgrave, 2019.

*Palliative Care Conversations: Clinical and Applied Linguistic Perspectives*, (with R.E. Gramling). Berlin: de Gruyter, 2018.

“Is There a Right to Untranslatability? Asylum, Evidence and the Listening State,” (with Sarah Craig), *Tilburg Law Review*, 22(1-2): 77-98. 2017.

*The Invention of Monolingualism*. New York: Bloomsbury, 2016.

“Translating the translingual novel in early Turkish Republican literature: the case of Sabahattin Ali,” (with İlker Hepkaner) in *Authorizing Translation*. (ed. Michelle Woods). London: Routledge, 42-56. 2017.

“Elective Asymmetries: Pamuk Teaching World Literature,” in *Approaches to Teaching the Works of Orhan Pamuk*. (ed. Sevinç Türkkan and David Damrosch). Modern Language Association Publications, 173-182. 2015.

“Hysterical Postsecularism,” *Cultural Critique*, 93: 86-112. Spring 2016.

“Kontaktpragmatik: Fremdsprachliche Literatur und symbolische Beweglichkeit,” (with Chantelle Warner), *Deutsch als Fremdsprache*, 51(2): 67-75. 2014.

**GREEN, TREY LADD***Graduate Teaching Assistant, Sociology*

**Education:** Ph.D. student, Sociology, University of Arizona, current  
 M.A., Sociology, Southern Illinois University-Carbondale, 2013  
 B.A., Sociology, East Carolina University, 2011

**Academic Experience:** Graduate Teaching Assistant, Sociology, University of Arizona, 2013-Present  
 Teaching Assistant, Southern Illinois University-Carbondale, 2011-2013

**Specializations:** Social Movements, Political Sociology, Criminology, Law & Society

**Distinctions:** John R. and Ruth G. Maiolo Academic Excellence Award, Sociology, East Carolina University, 2011; Secretary, Undergraduate Sociology Society, 2011; Runner-up, Milvin J. Williams Paper Contest, Sociology, East Carolina University, 2010

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 1 **Select Courses:** Sociology of Terrorism; Criminology; Introduction to Sociology

**GÜNEL, GÖKÇE***Assistant Professor (TE), School of Middle Eastern & North African Studies*

**Education:** Ph.D., Anthropology, Cornell University, 2012  
 M.A., Koç Üniversitesi, 2007  
 B.A., Koç Üniversitesi, 2004

**Academic Experience:** Assistant Professor, School of Middle Eastern & North African Studies, University of Arizona, 2016-Present  
 ACLS New Faculty Fellow and Lecturer, Columbia University 2015-2016  
 Cultures of Energy Mellon-Sawyer Postdoctoral Fellow, Rice University 2012-2013  
 Visiting Scholar, Massachusetts Institute of Technology, 2010

**Overseas Experience:** Turkey, United Arab Emirates, Germany, Ghana

**Specializations:** Social Studies of Energy and Climate Change; Urban Design; Technical Imaginaries; Knowledge Production; Global Governance; Temporality; Arabian Gulf

**Distinctions:** \$18,572 Wenner-Gren Foundation Post-Ph.D. Grant “*Powerships: Energy Imaginaries, Provisional Infrastructures and Afro-Asian Connections*” (Turkey connection)

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of MES courses (25%+):** 5 **Select Courses:** Gulf Studies; Ethnography of the Middle East; Science and Society in the Middle East; The Middle Eastern City and Islamic Urbanism; Infrastructure in the Middle East (will have optional Turkish-language elements)

**Dissertations and Theses Supervised Since Fall 2013:** 10

**Number of Recent Publications:** 17

*Spaceship in the Desert: Energy, Climate Change and Green Business in Abu Dhabi*. Duke University Press. (Forthcoming 2018)

“What is Carbon Dioxide? When is Carbon Dioxide?” in “PoLAR: Political and Legal Anthropology Review,” *American Anthropological Association*, 39(1): 33-45. 2016.

“The Infinity of Water: Climate Change Adaptation in the Arabian Peninsula,” *Public Culture*, 28(2): 291-315. 2016.

**HAKIM, IMAN A.***Dean and Professor (T), College of Public Health*

**Education:** Ph.D., Child Health Nutrition, Ain Shams University, Egypt, 1988  
 M.P.H., Public Health, University of Arizona, 1994  
 M.Sc., Cairo University, 1984  
 M.B.B.Ch, Medicine, Cairo University, 1978

**Academic Experience:** Founding Director, Global Health Institute, University of Arizona, 2009-Present  
 Dean, Mel & Enid Zuckerman College of Public Health (CPH), University of Arizona, 2007-Present  
 Professor, Public Health, University of Arizona, 2007-Present  
 Joint Professor, Nutritional Sciences, College of Agriculture and Life Sciences, UA, 1998-Present  
 Joint Research Professor, Family and Community Medicine, College of Medicine, UA, 1996-Present  
 Co-director, Family and Child Health, Zuckerman College of Public Health, University of Arizona, 1998-2000  
 Visiting Assistant Professor, Family and Community Medicine, College of Medicine, 1992-1996  
 Associate Professor, Department of Child Health, NRC, Giza, Cairo, Egypt, 1988-1992  
 Researcher, Department of Child Health NRC, Giza, Cairo, Egypt, 1983-88

**Overseas Experience:** Egypt, Saudi Arabia

**Language Proficiency:** Arabic – 4, French – 2

**Specializations:** Mediterranean Diet & Cancer Prevention, Social & Cultural Determinants of Health, Integrative Medicine

**Distinctions:** Dammam-Arizona Collaborative Occupational Medicine Program, Univ. of Dammam, Saudi Arabia; Undergrad Public Health Research training program, Al-Imam Mohammed Univ., Saudi Arabia; Representative, One Health Global Think Tank for Sustainable Health & Wellbeing 2030, Assoc. of Schools & Programs in Public Health (ASPPH), 2016; Member, Agnese Nelms Haury Program in Environment & Social Justice, UA, 2015; Representative, Council of Education for Public Health, ASPPH, 2015-2017; UA Zuckerman CPH Excellence in Research Award, 2006; Nominated as “Int’l Health Professional of the Year” for 2005, Int’l Biographical Centre, England; Member of Alpha Nu Chapter of the Delta Omega Society, Honorary Public Health Society, 2003

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Number of MES courses (25%+):** 0 **Select Courses:** Independent Study

**Dissertations and Theses Supervised Since Fall 2013:** 5

**Number of Recent Publications:** 10

“Vitamin D status and breast cancer in Saudi Arabian women: case control study,” (with M. Fatimah, et al.), *Am J Clin Nutr*, 98(1): 105-110. 2013.

PR/Award # P015A180124

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Language Proficiency Key: 1=Elementary; 2=Intermediate; 3=Advanced; 4=Fluent

**HAMDAN, FARAJ**

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*Graduate Teaching Assistant, School of Middle Eastern & North African Studies*

**Education:** Ph.D. student, Middle Eastern & North African Studies, University of Arizona, current  
 M.A., Religious Studies, Arizona State University, 2012  
 B.A., Religious Studies, Arizona State University, 2010

**Academic Experience:** Graduate Teaching Assistant, School of Middle Eastern & North African Studies, University of Arizona, 2014-Present  
 Instructor, Arizona State University, 2013-2014

**Overseas Experience:** Iraq

**Language Proficiency:** Arabic – 4, Persian – 2

**Specializations:** Islamic Studies, Arabic Language & Literature, History of the Middle East, Middle Eastern Culture Society, Shiite Rituals

**Distinctions:** University of Arizona Student-Faculty Interaction Grant, 2015; Center for Middle Eastern Studies Travel Grant, 2015

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of MES courses (25%+):** 6 **Select Courses:** Islamic Civilization: Traditional and Modern Middle East; The Religion of Islam; Islamic Thought; Middle Eastern Ethnic and Religious Minorities; Modern Standard Arabic (Elementary)

**HAMMER, LEONARD**

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*Adjunct Lecturer (NTE) and Director of Outreach and Program Development, Arizona Center for Judaic Studies*

**Education:** Ph.D., SOAS School of Law, University of London, 1997  
 L.L.M., School of Law, New York University, 1993  
 J.D., School of Law, Georgetown University, 1988  
 B.A., Political Science, Yeshiva University, 1985

**Academic Experience:** Director, Outreach and Program Development, Arizona Center for Judaic Studies, University of Arizona, 2017-Present  
 Adjunct Lecturer, Arizona Center for Judaic Studies, University of Arizona, 2016-Present  
 Visiting Professor of Modern Israel Studies, Arizona Center for Judaic Studies, University of Arizona, 2011-2016  
 Visiting Associate Professor, METU-NCC, 2008-2010  
 Visiting Professor, Central European University, 2008-Present  
 Senior Lecturer, Safed College, 2005-2008  
 Senior Lecturer, Minerva Center for Human Rights and Rothberg International School, Hebrew University, 1999-Present

**Overseas Experience:** Israel, Azerbaijan, Turkey, Taiwan, Australia, UK, Hungary

**Language Proficiency:** Hebrew – 4

**Distinctions:** International Scholar, Open Society Foundation, 2005-2014; USIP Grant 2003-2005; PhD and post-doc grants, various Israel Science Foundation grants

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 6 **Select Courses:** Modern Israel; International Human Rights, Transitional Justice, and Israel; Advancing Human Rights Organizations; Human Rights in Israel (Honors)

**Number of Recent Publications:** 7

“Cultural Heritage Protection and Sacred Spaces,” *Columbia Human Rights Law Review*. (Forthcoming 2018)

“The 2015 Comprehensive Agreement Between the Holy See and the Palestinian Authority: Discerning the Holy See’s Approach to International Relations,” *Oxford Journal on Law and Religion*, 6: 162-179. 2017.

“The Human Right to Dignity and Commodification of Prisoners,” (with William Simmons), in *Privatization, Vulnerability, and Social Responsibility: A Comparative Perspective*, (ed. Martha Fineman, et al.), New York: Routledge, 249-271. 2017.

“Privatization of Prisons in Israel and Beyond: A Per Se Violation of the Human Right to Dignity,” (with William Simmons), *Santa Clara Journal of International Law*, 13(2): 487-515. 2015.

**HAWATMEH, MARIAM***Program Coordinator (NTE), School of Middle Eastern & North African Studies*

**Education:** M.A., Public Administration, University of Arizona, 2017  
 B.A., Political Science and Psychology, University of Arizona, 2013

**Academic Experience:** Program Coordinator, School of Middle Eastern & North African Studies, University of Arizona, 2015-2018  
 Administrative Assistant, School of Middle Eastern & North African Studies, University of Arizona, 2014-2015  
 Office Assistant, Psychology, University of Arizona, 2010-2014  
 Preceptor, Psychology, University of Arizona, 2013

**Language Proficiency:** Levantine Arabic (Spoken) – 4

**Specializations:** Public Management

**Distinctions:** College of SBS Outstanding Staff Award Nominee, 2018; College of SBS Outstanding Staff Award Nominee, 2016; College of Science Star Award, University of Arizona, 2013

**Percentage of Time Dedicated to Area Studies:** 75-99%

**HERMAN, LYNDALL***Adjunct Instructor (NTE), School of Middle Eastern & North African Studies*

**Education:** Ph.D., Middle Eastern and North African Studies, University of Arizona, 2017  
 Certificate in Collegiate Teaching, University of Arizona, 2014  
 M.A., Intelligence and International Security, King's College, London, 2007  
 B.A., Political Science and Near Eastern Studies, University of Arizona 2002

**Academic Experience:** Adjunct Instructor, School of Middle Eastern & North African Studies, University of Arizona, 2017-Present  
 Adjunct Instructor, Virtual Campus, Cochise College, 2014-2018  
 Graduate Teaching Associate, School of Middle Eastern & North African Studies, University of Arizona, 2014-2017  
 Graduate Teaching Assistant, School of Middle Eastern & North African Studies, University of Arizona, 2011-2014

**Overseas Experience:** England, Palestine (Gaza), Sinai, Lebanon, Syria

**Language Proficiency:** Arabic – 3, Hebrew – 3, Spanish – 2, French – 1

**Specializations:** Civil Military Relations, Military History & Formation, Elite Theory, Peacebuilding & Peacekeeping, Political Islam, International Organizations, Risk Analysis

**Distinctions:** Kathryn Davis Fellowship Recipient, Middlebury Summer Hebrew Program; Affiliated Faculty, Center for Middle Eastern Studies, University of Arizona; Affiliated Researcher, School of Middle Eastern & North African Studies, University of Arizona; Global Risk Analyst, CARE USA; Foreign Language and Area Studies (FLAS) Fellowship recipient, 2012-13

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 6 **Select Courses:** Middle Eastern Humanities; The Middle East and North Africa since the Arab Spring; Middle Eastern Ethnic and Religious Minorities; Introduction to Political Islam; Middle East in the 20<sup>th</sup> Century; History of the Middle East

**Number of Recent Publications:** 4

“Reflective Practice in an Online Environment: Making Islamic Studies Interactive and Approachable,” in *Teaching Islamic Studies in the Age of ISIS, Islamophobia and the Internet*, (ed. Courtney Dorroll). Bloomington: University of Indiana. (Forthcoming 2018/2019)

“Sisi, the Sinai, and Salafi's; Instability in a Power Vacuum,” *Middle East Policy*, 23: 95-107. 2016.

Review of *The 51-Day War: Ruin and Resistance in Gaza*, by Max Blumenthal. *Middle East Policy*, 23: 252. 2016.

**HESS, JAMES**

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*Limited Term Adjunct Instructor (NTE), Government and Public Service, University of Arizona South*

**Education:** Ph.D., Human Resource Education and Workforce Development, Louisiana State University, 2011  
M.A., Military History, Louisiana State University, 2005  
B.G.S., General Studies, Northwestern State University, 2003

**Academic Experience:** Limited Term Adjunct Instructor, Government and Public Service, University of Arizona South, 2015-Present  
Professor, American Public University System, 2017-Present  
Associate Professor, American Public University System, 2013-2017  
Assistant Professor, United States Military Academy, 2009-2011

**Overseas Experience:** Afghanistan, Iraq, Kosovo, Albania, Bosnia, Croatia, Hungary, Germany

**Language Proficiency:** Serbo-Croatian – 1

**Specializations:** Terrorism Studies

**Distinctions:** Guest Speaker, Intelligence Community's Center for Academy Excellence, Eastern Kentucky University, 2018;  
Panelist, Raven's Challenge on Counter-IED in Thailand, 2017; International Studies Partnership Program (ISPP) Fellow, Center for Middle Eastern Studies, University of Arizona, 2016; Homeland Security National Conversation Grant with Purdue University; Master Teacher, United States Military Academy, 2011

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of MES courses (25%+):** 2 **Select Courses:** Politics of Terrorism; Comparative Political Revolution

**Number of Recent Publications:** 3

"Applying a Critical Thinking Framework to Improve Intelligence Analysis," *Journal of Global Security and Intelligence Studies*, 1(1): 31-54. 2015.

"Predictive Threat Analysis and American Espionage," (with R. Craig), *American Intelligence Journal*, 32(1): 94-106. 2015.

"Unmanned Aircraft, Privacy, and the Fourth Amendment," (with H. C. Campbell), *American Intelligence Journal*, 32(1): 160-171. 2015.

**HIJAZI, HASSAN**

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*Director (NTE), Middle East Relations, Programs and Outreach*

**Education:** M.A., International Relations, University of Arizona, 1988  
B.A., Industrial Engineering, University of Arizona

**Academic Experience:** Director, Middle East Relations, Programs and Outreach, 2016-Present  
Director of International Alumni and Development of Global Initiatives, University of Arizona, 2012-2016  
Director of External Affairs, University of Arizona Biosphere 2, University of Arizona, 2007-Present  
Assistant Director, Office of Federal Relations, University of Arizona, 2003-2007  
District Aide/Office Manager, Office of U.S. Congressman Jim Kolbe, Congressional District 8, 1990-2003

**Overseas Experience:** Lebanon

**Language Proficiency:** Arabic – 4, French – 2

**Specializations:** International Affairs, Intercultural Relationships

**Distinctions:** Governing Board Member, Center for Middle Eastern Studies, UA, current; Founder/ President Tucson MED Club 2000–Present; Created the Arabic language program at Pima Community College, Adjunct Faculty, 2003–Present; Governing Board Member, Center for Middle Eastern Studies, University of Arizona, 2012–present; Member of the UA AdvoCats, Advocating our State Government on Education issues 2011–Present

**Percentage of Time Dedicated to Area Studies:** 50-74%

**HOGEBOM, KRISTINE A.**

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*Senior Business Manager, Senior, Center for Middle Eastern Studies*

**Education:** B.A., Business Management, Denver Technical College, 1991  
 B.A., Business Management & Accounting, Eastern Montana College, 1985

**Academic Experience:** Business Manager, Senior, College of Social & Behavioral Sciences, 2016-Present  
 Business Manager, Senior, School of Information Resources and Library Sciences, 2007-2016  
 Business Manager, School of Information Resources and Library Sciences, 2002-2007  
 Administrative Associate, School of Information Resource and Library Science, 2002  
 Administrative Assistant, School of Information Resource and Library Science, 2000-2002  
 Special Educational Aide/Student Activity Coordinator, Marana School District, 1999-2000

**Specializations:** Financial Records Systems, Webmaster Certification, Grants

**Distinctions:** Whitney M. Young, Jr. Service Award, Boy Scouts of America, 2018; Everyday Hero Award, College of Social and Behavioral Studies Staff Advisory Council (SBS-SAC), University of Arizona, 2017; Nominated, Outstanding Member of Classified Staff, College of Social and Behavioral Sciences, University of Arizona, 2004, 2007, 2011, 2015, 2017; Nomination, Team Award of Excellence, University of Arizona, 2014; Wildcat Spirit Award, University of Arizona, 2007

**Percentage of Time Dedicated to Area Studies:** 50-74%

**HUDSON, LEILA**

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*Associate Professor (T), School of Middle Eastern & North African Studies*

**Education:** Joint Ph.D., Anthropology and History, University of Michigan, 1999  
 M.A., Anthropology, University of Michigan, 1991  
 B.A., Anthropology, Minor in Near Eastern Languages and Civilizations, Yale College (*cum laude*), 1989

**Academic Experience:** Associate Director, School of Middle Eastern & North African Studies, University of Arizona, 2012-2015  
 Associate Professor, School of Middle Eastern & North African Studies, University of Arizona, 2008-Present  
 Affiliated Faculty, History Department, School of Anthropology, Center for Middle Eastern Studies, University of Arizona, 2008-Present

**Overseas Experience:** Turkey, Syria, Lebanon

**Language Proficiency:** Arabic – 4, French – 3, German – 3, Russian – 2, Spanish – 2

**Specializations:** Middle Eastern Conflict Studies, Islam, 19<sup>th</sup>-20<sup>th</sup> Century Syria, Nationalism and New Media

**Distinctions:** Advisor, Southwest Initiative for the Study of ME Conflicts, current; Advisor, Students for Justice in Palestine, current; Advisor, ME & NA Graduate Student Organization, current; Co-Principal Investigator (25%) – Arizona Arabic Flagship Award (\$300,000) for Arabic Instruction Program with Dr. Sonia S'hiri, 2012; Graduate Innovation Award (\$65,000), University of Arizona, to develop a graduate program in Middle Eastern Conflict Studies, 2010; Textbook Preparation Grant for Middle East Humanities, Kendall Hunt Publishing, Fall 2009

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 12 **Select Courses:** Genealogies of ISIS; ISIS; Women in Middle Eastern Society; Middle Eastern Humanities; Islamic Movements in the Muslim World; Middle East Theories/Controversies; The ME in the 20<sup>th</sup> Century; Critical Theory for ME Cultural Studies; Migration, Refugees & Mobility in the Middle East; Iraqi History, Culture, and Politics; Middle Eastern Media

**Dissertations and Theses Supervised Since Fall 2013:** 64

**Number of Recent Publications:** 9

"The Refugee's Passage: Liminality, Gendered Habits, and the Emergence of Difference in Flight," in *Women and Borders: Refugees, Migrants and Communities*, (ed. Seema Shekhawat and Emanuela del Re). New York: IB Tauris, 2017.

"Dynamics of the Syrian Migration," in *Pursuing Stability and a Shared Development in Euro-Mediterranean Migrations*, (ed. Emanuela del Re and Ricardo Rome Laremont). Arane, 285-303. 2017.

"Liquidating Syria, Fracking Europe," *Middle East Policy*, 22(4): 22-39. 2015.

"Kiss the Jackboot," *Al-Jazeera America*, Online. 19 March 2014.

*Media Evolution on the Eve of the Arab Spring*, (ed. with Adel Iskandar and Mimi Kirk). New York: Palgrave MacMillan, 2014.

**IJAGBEMI, BAYO***Associate Professor (NTE), Africana Studies*

**Education:** Ph.D., Anthropology, University of Arizona, 2006  
 M.A., Art History, University of Arizona, 1996  
 B.A., History, University of Llorin, Nigeria, 1985

**Academic Experience:** Associate Professor, Africana Studies, University of Arizona, 2014-Present  
 Lecturer, Africana Studies, University of Arizona, 2006-2014  
 Adjunct Faculty, Africana Studies, University of Arizona, 2003-2007  
 Adjunct Faculty, School of Art, University of Arizona, 1995-2002  
 Curatorial Assistant, University of Arizona Museum of Art, 1995-2002  
 Graduate Teaching Assistant, Art, University of Arizona, 1993-1995  
 Ethnographer, National Commission for Museums and Monuments, Onikan-Lagos, Lagos State, Nigeria, 1988-1992

**Overseas Experience:** Nigeria

**Specializations:** Ancient African History, Post-Colonial Theory, Culture & Land Use in Africa, Development & Urbanization in Africa, African & African American Art, Cultural Anthropology

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Number of MES courses (25%+):** 1 **Select Courses:** Ancient African Civilizations; African/Indigenous Religion; The Africana Experience; Doing Business in Africa

**Number of Recent Publications:** 2

“Towards a New Ethnography of Africa: Is Giving Natives Voice Enough?,” *Transforming Anthropology*, 24(1): 80-82. 2016.

**ISSELMOU, CHEIKH TIJANI***Graduate Teaching Assistant, School of Middle Eastern & North African Studies*

**Education:** Ph.D. student, Middle Eastern & North African Studies, University of Arizona, current  
 M.A., Near Eastern Studies, University of Arizona, 2014  
 M.A., Cultural Studies, Université Moulay Ismail, 2007  
 B.A., English Department, Université de Nouakchott, 2003

**Academic Experience:** Graduate Teaching Assistant, School of Middle Eastern & North African Studies, University of Arizona, 2011-2018  
 Teaching Assistant, University of Nouakchott, 2007-2010

**Overseas Experience:** Mauritania, Morocco, Turkey

**Language Proficiency:** Arabic – 4, English – 4, French – 4, Wolof – 3, Turkish – 2

**Specializations:** Islamic History, Critical Studies, Cultural Studies, African Studies

**Distinctions:** Foreign Language and Area Studies (FLAS) Fellowship, Turkish, 2015

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Number of MES courses (25%+):** 6 **Select Courses:** Islamic Civilization: Traditional and Modern Middle East; The Religion of Islam; History of the Middle East; Islamic Thought; Introduction to Political Islam; Middle Eastern Humanities

**Number of Recent Publications:** 1

*Alaf al-Sinin fi al-Sahra: Tarikh Muritania Mina al-bawakir hatta al-qarn al-ishrin*, Beirut: Markaz Nema', 2018.

**JAMESON, ALISON***Assistant Professor (NTE), Religious Studies and Classics*

**Education:** Ph.D., Oriental Studies, University of Arizona, 1989  
 M.A., Philosophy, Ohio University, 1980  
 B.A., English with Honors, Ohio University, 1979

**Academic Experience:** Assistant Professor, East Asian Studies and Religious Studies, University of Arizona, 2014-Present  
 Director, Institute for the Study of Religion and Culture, 2016-Present  
 Undergraduate Advisor, Religious Studies Department, 2016-Present  
 Assoc. Dir., Institute for the Study of Religion and Culture, 2015-2016  
 Adjunct Professor, Religious Studies, University of Arizona, 2013-14  
 Adjunct Professor, Social Sciences, Lehigh Carbon Community College, 2004-Present  
 Reviewer, Pearson Prentice-Hall, 2009-2015  
 Director of Learning Communities and Faculty Development, Lehigh Carbon Community College, 2009-2011

**Overseas Experience:** Taiwan, Netherlands, Ethiopia

**Language Proficiency:** Chinese – 4, French – 3, Japanese – 2, Dutch – 3, Italian – 2, German – 2

**Specializations:** Song Dynasty Neo-Confucianism, Classical Confucianism, Chan Buddhism, Contemplative Pedagogy, Online Pedagogy

**Distinctions:** Fulbright Dissertation Fellow, 1985-86

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 3 **Select Courses:** Love in World Religions; Abrahamic Religions; Comparative Religions; Life After Death in World Religions; The Worlds of Buddhism; Asian Religions; History of East Asian Religions A & B; Zen Buddhism; Classical Confucianism; Neo-Confucianism

**Dissertations and Theses Supervised Since Fall 2013:** 3

**JEFFERY, R. BROOKS***Associate Vice President for Research, Office of Research, Discovery & Innovation; Professor (T), College of Architecture, Planning, and Landscape Architecture*

**Education:** M.A., Information Science, University of Arizona, 1992  
 B.A., Architecture (Historic Preservation), University of Arizona, 1983

**Academic Experience:** Associate Vice President for Research, Office of Research, Discovery & Innovation, 2016-Present  
 Professor, College of Architecture, Planning, and Landscape Architecture, University of Arizona, 2011-Present  
 Director, Drachman Institute, College of Architecture, Planning, and Landscape Architecture, UA, 2009-2016  
 Graduate Program Director, Heritage Conservation Graduate Certificate Program, College of Architecture, Planning, and Landscape Architecture (CAPLA), University of Arizona, 2000-2016

**Overseas Experience:** Yemen, Afghanistan, Mexico, Spain, Panama, Chile, UAE

**Language Proficiency:** Spanish – 3, Arabic – 1

**Specializations:** Historic Preservation, Islamic Architectural Influences in the Americas, Architecture and Urbanism of Arid Lands Cultures

**Distinctions:** Afghan Cultural Heritage Higher Education Program, 2013-2017, Kabul, Afghanistan; Director's Partnership Award, National Park Service, 2015; Historic Preservation Award, Tucson-Pima County Historical Commission, 2013; Governor's Heritage Preservation Honor Award from Arizona State Parks for University of Arizona's Cannon-Douglass House Rehabilitation Project, 2012; Historic Preservation Award, Tucson-Pima County Historical Commission, 2012; Common Ground Award – Public Projects for Wilmot Library Planning Charrette, Metropolitan Pima Alliance, 2008; Dobras Award for Distinguished Achievement and Service to CAPLA, 2007; Excellence in Resource Stewardship Award, Intermountain Region National Park Service, 2006; \$2.3M in research contracts/grants related to preservation of built environments around the world, since 1991

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 0 **Select Courses:** Documentation and Interpretation of the Historic Built Environment; Thesis

**Dissertations and Theses Supervised Since Fall 2013:** 16

**Number of Recent Publications:** 11

"Arquitectura Vernacula: Identidad y Sostenibilidad," in *Sistemas Tradicionales Constructivos*, (ed. Rocio López de Juambelz). Mexico DF: Universidad Nacional Autónoma de México. (Forthcoming)



**JOHNSTONE, STEVEN A.**

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*Professor (T), History*

**Education:** Ph.D., Ancient Greek History, University of Chicago, 1989  
 M.A., Ancient History, University of Chicago, 1984  
 B.A., Classical Studies, University of Washington (UW), 1983  
 B.A., History, University of Washington, 1983

**Academic Experience:** Professor, History, University of Arizona, 2012-Present  
 Associate Professor, History, University of Arizona, 2002-2012  
 Assistant Professor, History, University of Arizona, 1998-2002  
 Lecturer, Stanford University, 1993-1998  
 Acting Assistant Professor, Stanford University, 1992-1993  
 MacArthur Chair in Classical Civilization, Reed College, 1989-1992  
 Lecturer, University of Chicago, 1987-1989  
 Lecturer, University of Illinois, Chicago, 1987

**Overseas Experience:** Greece

**Language Proficiency:** Ancient Greek

**Specializations:** Ancient Greek History, Classical Studies, History

**Distinctions:** Member of the Editorial Board, *Classical Antiquity*, 2002-present; John Simon Guggenheim Memorial Foundation Fellowship, 2004; Fellow, Institute for Research in the Humanities, UW, 2004-2005; Most Distinguished Teacher in a Lower Division Undergraduate Course, Social and Behavioral Sciences, UA, 2002; Fellow, Center for Hellenistic Studies, 2000-2001

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 1 **Select Courses:** History of Christianity; History of the Hellenistic World; History of Rome; History of Greece

**Dissertations and Theses Supervised Since Fall 2013:** 1

**Number of Recent Publications:** 4

"*Pistis* and Citizens in Ancient Greece," in *Trust and Happiness in the History of Political Thought*, (ed. László Kontler and Mark Somos). Leiden: Brill, 371-390. 2017.

**JONES, KYLE**

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*Graduate Teaching Associate, School of Middle Eastern & North African Studies*

**Education:** Ph.D. student, Middle Eastern and North African Studies, University of Arizona, current  
 M.A., Middle Eastern and North African Studies, University of Arizona, 2016  
 M.A., Linguistics, University of California, Davis, 2014  
 B.A., Linguistics, University of California, Davis, 2011

**Academic Experience:** Graduate Teaching Associate, 2016-Present  
 Research Assistant, 2014-2015

**Overseas Experience:** Israel

**Language Proficiency:** Spanish – 3, Modern Hebrew – 3, Modern Standard Arabic – 2, Egyptian Arabic – 1

**Specializations:** Modern Hebrew and Arabic Phonetics and Phonology; Heritage Languages; Laboratory Phonology

**Distinctions:** Foreign Language and Area Studies (FLAS) Fellowship, Arabic, Summer 2017; FLAS Fellowship, Hebrew, 2015-2016

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 1 **Select Courses:** Languages and Societies in the Middle East

**Number of Recent Publications:**

"The acoustics of word-final fake germination in Egyptian Arabic," in *Proceedings of the 22<sup>nd</sup> International Congress on Acoustics (ICA 2016)*. Buenos Aires: Curran Associates Inc., 2825-2834. 2016.

**KARIMI, SIMIN***Professor (T), Linguistics and Cognitive Science*

**Education:** Ph.D., Linguistics, University of Washington, 1989  
 M.A., General Linguistics and Old Iranian Languages, Tehran University, Iran, 1976  
 B.A., German Language and Literature, Tehran University, Iran, 1973

**Academic Experience:** Head of the Department of Linguistics, University of Arizona, 2011-2016  
 Professor, Department of Linguistics, University of Arizona, 2008-Present  
 Acting Head of the Department of Linguistics, University of Arizona, 2007  
 Visiting Language Scientist, Linguistics Department, Cambridge University, England, 2004  
 Visiting Language Scientist, Philosophy and Linguistics Department, MIT, 1999

**Overseas Experience:** Iran, Germany, France, Sweden, England, Japan

**Language Proficiency:** Persian – 4, German – 3, French – 2

**Specializations:** Theoretical Syntax, Syntax-Semantics Interface, Syntax-Morphology Interface, Iranian Linguistics

**Distinctions:** Editorial Board Member, *Lingua*, 2008-2013; Editorial Board Member, *Naame Farhangestan* (Iran), 2007-Present; Editorial Board Member, *Linguistic Analysis*, 1994-Present

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Number of MES courses (25%+):** 0 **Select Courses:** Bio-Linguistics; Advanced Syntactic Theory; Major Works in Syntactic Theory; Introduction to Syntax; Independent Study

**Dissertations and Theses Supervised Since Fall 2013:** 12

**Number of Recent Publications:** 4

“Parameters: What Are They? Where Are They?,” (with M. Piattelli-Palmarini), *Linguistic Analysis*. (Forthcoming 2018)  
 “Persian Syntax,” in *The Oxford Handbook of Persian Linguistics*, (ed. A. Sedighi and P. Shabani-Jadidi). Oxford University Press. (Forthcoming 2018)  
 “Subject-Object Asymmetries in Persian Argument Ellipsis and the Inti Agreement Theory,” (with Y. Sato), *Glossa* 1(1): 8. 2016.

**KAYE, DEBORAH***Lecturer (NTE), Arizona Center for Judaic Studies*

**Education:** Ph.D., History, University of Arizona, 2004  
 M.A., History, University of Michigan, 1995  
 B.A., English, Arizona State University, 1993

**Academic Experience:** Lecturer, Arizona Center for Judaic Studies, University of Arizona, 2004-Present  
 Adjunct Faculty, French-Italian Department, University of Arizona, 2004-2007  
 Adjunct Faculty, History Department, University of Arizona, 2004-2007  
 Graduate Teaching Assistant, University of Michigan, 1993-1995

**Overseas Experience:** Israel, Italy, United Kingdom

**Language Proficiency:** Hebrew – 4, Italian – 4, Yiddish – 3, French – 3, German – 2

**Specializations:** Jewish Social History, Mediterranean Jewish Communities, Jewish Political Traditions in Europe and Israel

**Distinctions:** The Arizona Center for Judaic Studies Post-Doctoral Fellowship, University of Arizona, 2006; Louise Marshall Foundation Dissertation Fellowship, University of Arizona, 2004-05; Jay Silverman Scholarship in Modern Jewish Studies, University of Arizona, 2003-04; Gladys Kreible Delmas Fellowship for Venice and Veneto, 2002-03; Institute for Historical Research Mellon Dissertation Fellowship, 2002-03; Fulbright Hays Fellowship to Italy (1999-2000)

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of MES courses (25%+):** 8 **Select Courses:** Jewish Thought and Culture; Jewish Civilization: A “Gateway” Course; Women in Judaism; Israeli Fiction and Poetry; History of the Jews: Modern Jewish History; History of the Jews: The Jew in the Medieval World; The History of Anti-Semitism; Modern Israel

**Number of Recent Publications:** 2

“Building the Tallest Synagogue in Europe: Jewish Emancipation, Urbanization and the Construction of the *Molé Antonelliana* in Turin,” *Jewish Social Studies*. (Forthcoming)  
 “The Social Origins of Italian Democracy: Jewish Ghettos and Neo-Absolutist Revivals in Pre-unification Piedmont (1821-1848),” *European Historical Quarterly*. (Forthcoming)

**KHOSHKHOOSANI, SEYEDEPOUYE***Graduate Teaching Assistant, School of Middle Eastern and North African Studies*

**Education:** Ph.D. student, Middle Eastern and North African Studies, University of Arizona, current  
 M.A., Persian Literature and Language, University of Tehran, 2009  
 B.A., Persian Literature and Language, University of Tehran, 2007

**Academic Experience:** Lecturer, Northwestern University, 2017-Present  
 Graduate Teaching Assistant, School of Middle Eastern & North African Studies, University of Arizona, 2013-2017  
 Instructor, University of Wisconsin-Madison, 2011-2014

**Overseas Experience:** Iran

**Language Proficiency:** Persian – 4, Arabic – 3, Turkish – 1

**Specializations:** Iran's Medieval History, Safavid History, Persian Medieval Poetry, Persian Medieval Kingship

**Distinctions:** Best Paper in History of Iran, Symposia Iranica, Pembroke College, University of Cambridge, UK, 2017; Roshan Institute Fellowship for Persian and Iranian Studies, 2011-2017; Michael Bonine Memorial Travel and Research Award, 2016; Malakeh Taleghani Scholarship for Iranian Studies, 2015

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 6 **Select Courses:** Persian (Elementary, Intermediate, Advanced); History of the Middle East

**Language Pedagogy Training:** Western Consortium Language Workshop, University of Arizona, 2016

**Number of Recent Publications:** 2

*Murq-i Daryāi bih 'Aqab Parvāz Mīkunad*, Arīsh, Tehran, 2017.

“Bāzandīshī dar Shāhnāmāh wa Dīdgāh-hāy-i Firdowsī,” *Jahan Kitab*, 320(10): 16-21. 2016.

**KLENK, FERAS ALEXANDER***Graduate Teaching Assistant, School of Middle Eastern & North African Studies*

**Education:** Ph.D. student, Middle Eastern & North African Studies, University of Arizona, current  
 M.A., Middle Eastern Studies/Political Science, University of Utah, 2011  
 B.A., International Studies/Middle East/African Studies, Texas State University, 2007

**Academic Experience:** Graduate Teaching Assistant, School of Middle Eastern & North African Studies, University of Arizona, 2012-Present

**Overseas Experience:** Jordan, Lebanon, Oman, Turkey, France, Russia

**Language Proficiency:** Arabic – 3, Persian – 2

**Specializations:** Gulf Studies, Political Geography

**Distinctions:** Marshall Foundation Dissertation Fellowship, University of Arizona, 2018; Graduate Fellowship for Dissertation Research, University of Arizona, 2016; Research Grant for Dissertation Research, Graduate and Professional Student Council, University of Arizona; Vice President, Middle East and North Africa Graduate Student Organization, University of Arizona, 2015

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 3 **Select Courses:** History of the Middle East: Modern Middle East; Introduction to Political Islam; The Religion of Islam

**Language Pedagogy Training:** SALAM Program sponsored by the Sultan Qaboos Cultural Center, Summer 2013

**Number of Recent Publications:** 1

“Shaykh Ahmed al-Assir as a Lebanese Phenomenon,” in *Your Middle East*. Online. Aug. 23, 2013.

**KLOTZ, MARCIA**

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*Assistant Professor (TE), English and Gender and Women's Studies*

**Education:** Ph.D., German Studies, Stanford University, 1995  
 M.A., German, Colorado University, 1987  
 B.A., German, Colorado University, 1984

**Academic Experience:** Assistant Professor, English, University of Arizona, 2016-Present  
 Assistant Professor, Gender and Women's Studies, University of Arizona, current  
 Lecturer, English, University of Arizona, 2013-2016  
 Fixed-Term Assistant Professor, English, Portland State University, 2003-2013  
 Assistant Professor, German, Film and Visual Culture, Women's Studies, University of California, Irvine, 1997-2002  
 Assistant Professor, Languages and Literature, University of Utah, 1994-1997

**Specializations:** Gender Issues, Religion

**Distinctions:** German Academic Exchange Service Grant, 2013; Mcnair Fellowship Mentor, 2012, 2010, 2004

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 2    **Select Courses:** Literature of the Bible (A & B); Women and Literature; Feminist Theories I; Introduction to LGBTQC Texts; Queer Theories

**Number of Recent Publications:** 6  
 "Neoliberal Political Theology," (with Leerom Medovoi), *Religion, Secularism and Political Belonging*. Duke University Press. (Forthcoming in 2018)

**KOSOFF, ZOE**

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*Graduate Teaching Assistant, School of Middle Eastern & North African Studies*

**Education:** Ph.D. student, School of Middle Eastern and North African Studies, University of Arizona, current  
 M.A., School of Middle Eastern and North African Studies, University of Arizona, 2017  
 B.A., Linguistics and Arabic, Smith College, 2011

**Academic Experience:** Graduate Teaching Assistant, School of Middle Eastern & North African Studies, UA, 2017-2018  
 Tutor, Project GO, Center for Middle Eastern Studies, University of Arizona, 2014-2015

**Overseas Experience:** Jordan, Egypt

**Language Proficiency:** Arabic – 4, Turkish – 1

**Specializations:** Arabic Linguistics

**Distinctions:** Center for Arabic Study Abroad Fellow, 2016-2017; Fulbright Fellowship (Declined), 2016-2017; School of Middle Eastern & North African Studies Travel Grant, 2015 & 2016; Foreign Language and Area Studies Fellowship, 2015-2016; Graduate and Professional Student Council Travel Grant, 2015; Center for Middle Eastern Studies Travel Grant, 2015; Graduate College Fellowship, 2014; Fulbright Fellowship, 2011-2014; Critical Language Scholarship, 2009

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 2    **Select Courses:** Modern Standard Arabic (Elementary)

**Language Pedagogy Training:** Second Language Acquisition and Teaching minor, current; The New England Translators Association Conference, Boston, MA, 2018; International Society for Language Studies, 2015

**Number of Recent Publications:** 1  
 "Code switching in Egyptian Arabic: A sociolinguistic analysis of Twitter," *Al Arabiyya*, 47(1): 83-99. 2014.

**KOSTA, BARBARA***Professor (T) and Department Head, German Studies*

**Education:** Ph.D., German, University of California, Berkeley, 1989  
 M. A., German (With Distinction), University of Florida, 1981  
 B.A., German, University of Florida, 1979

**Academic Experience:** Head, Department of German Studies, University of Arizona, 2010-Present  
 Interim Head, Department of German Studies, University of Arizona, 2009-2010  
 Full Professor, Department of German Studies, University of Arizona, 2007

**Overseas Experience:** Germany, Austria

**Language Proficiency:** English – 4, German – 4, French – 2, Spanish – 2, Serbian – 2

**Specializations:** 20<sup>th</sup>-Century German Literature, Film and Visual Culture, Weimar Cinema, Autobiographical Writing, Literary and Film Theory, Contemporary German Literature, and Cultural Studies

**Distinctions:** Fulbright Award, research fellow in Berlin, 2006; Fulbright Award, research fellow in Berlin, 1996-97

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 0 **Select Courses:** History of German Cinema (cross-listed as Media Arts); Visual Culture; Independent Study

**Dissertations and Theses Supervised Since Fall 2013:** 6

**Number of Recent Publications:** 8

“An Affair with Jackie: Elfriede Jelinek’s *Prinzessinnendrama*,” in *JELINEK(JAHR)BUCH. Elfriede Jelinek-Forschungszentrum 2016-2017*. (ed. Pia Janke and Konstanze Fladischer). Wien: Praesens Verlag, 102-115. 2017.

“When Texts Travel: Edward Dmytryk’s *The Blue Angel* (1959) Remake,” *Transit: A Journal of Travel, Migration and Multiculturalism in the German-Speaking World*. Special issue edited by Susanne Baackmann and Nancy Nenno, UC Berkeley, Online. June, 2016.

“Translating Lola: Multiple Language Versions of *The Blue Angel* and Subtitles,” in *Un/Translatable: New Maps for Germanic Literatures*, (ed. Bethany Wiggin and Catriona Macleod). Evanston, IL: Northwestern University Press, 2016.

“Turkish German Cinema in the New Millennium: Sites, Sounds, and Screens,” *German Studies Review*, 38(2): 463-465, May 2015.

**KRUNZ, MARWAN M.***Professor (T), Electrical & Computer Engineering and Computer Science*

**Education:** Ph.D., Electrical Engineering, Michigan State University, 1995  
 M.S., Electrical Engineering, Michigan State University, 1992  
 B.S., Electrical Engineering, Jordan University, 1990

**Academic Experience:** Professor, Department of Electrical & Computer Engineering, University of Arizona, 2006-Present  
 Professor, Department of Computer Science, University of Arizona, 2009-Present  
 Co-director, NSF Broadband Wireless Access Center (BWAC), University of Arizona, 2013-Present  
 Site Director, NSF I/UCRC \Connection One" Center, University of Arizona, 2008-Present  
 Associate Professor, Department of Electrical & Computer Engineering, University of Arizona, 2002-2006  
 Assistant Professor, Department of Computer Science, University of Arizona, 1997-2002  
 Postdoctoral Research Assoc., Computer Sci. & Inst. for Advanced Computer Studies, U Maryland, 1995-1996

**Overseas Experience:** Australia, France, Jordan, Spain

**Language Proficiency:** Arabic – 4

**Specializations:** Wireless Communications & Networking - Resource Management, Adaptive Protocols, and Security Issues

**Distinctions:** CMES Affiliated Faculty; Kenneth VanBehren Endowed Professor, 2016-Present; Qatar National Research Fund, 2016; IEEE Communications Society Distinguished Lecturer, 2013, 2014; IEEE Communications Society Technical Committee on Communications (TCCC) Outstanding Service Award, 2012; Arizona Engineering Faculty Fellow, 2011-2014; National Science Foundation CAREER award, 1998-2002; Editorial Board Member, *IEEE Transactions on Mobile Computing*, 2006-2011, and *Computer Communications* journal, 2001-2011

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 0 **Select Courses:** Advanced Computer Networks; Wireless Protocols; Computer Systems & Network Evaluation; Independent Study

**Dissertations and Theses Supervised Since Fall 2013:** 3

**Number of Recent Publications:** 39

“Friendly jamming in a MIMO wiretap interference network: A non-convex game approach,” (with P. Siyari and D. Nguyen), *IEEE Journal on Selected Areas in Communications*, 35(3): 601-614. 2017.

“Enabling media streaming over LTE-U small cells,” (with W. Afifi and M. Hassan), *Proc. Of the IEEE Wireless Communications and Networking Conference*, Doha, Qatar, April 2016.

PR/Award # P015A180124

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**KURZER, PAULETTE**

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*Professor (T), School of Government & Public Policy; Director, Online M.A. International Security Studies*

**Education:** Ph.D., Political Science – Comparative Politics, Rutgers University, 1987  
M.A., Rutgers University, 1984  
B.A., Social Sciences, Tel Aviv University, 1980

**Academic Experience:** Professor, 2002-Present  
Associate Professor, University of Arizona, 1996-2002  
Assistant Professor, University of Arizona, 1994-96  
Assistant Professor, Babson College, 1987-94

**Language Proficiency:** Dutch –4, French –3, German –3

**Specializations:** European Politics, European Union

**Distinctions:** Center for Middle Eastern Studies Affiliated Faculty

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 0 **Select Courses:** Comparative Politics in the Age of Globalization; European Politics & Society; Politics in the European Union; Info Research Strategies; Systematic Analysis of Political, Military & Intelligence Problems; Independent Study

**Dissertations and Theses Supervised Since Fall 2013:** 1

**Number of Recent Publications:** 10  
*Comparative Politics*, (ed.). New York: McGraw-Hill, 2016.

**LEE, EN HYE**

---

*Graduate Teaching Assistant, Teaching, Learning, and Sociocultural Studies*

**Education:** Ph.D. student, Language, Reading & Culture, University of Arizona, current  
M.A., Language, Reading & Culture, University of Arizona, 2014

**Academic Experience:** Graduate Teaching Assistant, Teaching, Learning, and Sociocultural Studies, University of Arizona, current  
Intern, Korean translation, Peace Network, 2010

**Overseas Experience:** Korea

**Language Proficiency:** Korean – 4

**Specializations:** Education, English Language Learners

**Distinctions:** “‘Oh, you are too sensitive’: Danger of internalized racial microaggression,” National Association for Multicultural Education Conference presentation with Chee Hye Lee, 2016

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 1 **Select Courses:** Global Citizenship: Reading the World and the Word; Korean

**Number of Recent Publications:** 1  
“Secondary Teachers and English Language Learners (ELLs): Attitudes, Preparation and Implications,” (with Eliane Rubinstein-Avila), *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 87(5): 187-191. 2014.

**LENHART, LAURA**

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*Assistant Professor (NTE), School of Information*

**Education:** Ph.D., Information Studies, University of Arizona, 2014  
 M.A., Information Studies, University of Arizona, 2008  
 B.A., Philosophy, University of Arizona, 2006

**Academic Experience:** Assistant Professor, School of Information, University of Arizona, 2014-Present  
 Graduate Teaching Associate, School of Information, UA, 2008-2013

**Specializations:** History of the Book & Publication, Ethics and Epistemology of Digital Culture

**Distinctions:** Organizer, Information Ethics Roundtable, "Challenges to Intellectual Freedom Today: Claims of Offense, Threats of Violence, Community Demands, Power and Privilege," 2016; Outstanding Part-Time Faculty Member, 2011, 2012, 2013

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 1 **Select Courses:** Publishing: Papyrus to E-Book Readers; Introduction to Digital Culture; Books before Gutenberg; Digital Engagement; Ethics for Information Professionals; Digital Dilemmas; Social Media and Ourselves

**Dissertations and Theses Supervised Since Fall 2013:** 1

**LIMMER, ABIGAIL**

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*Adjunct Instructor (NTE), Arizona Center for Judaic Studies*

**Education:** Ph.D., Near Eastern Studies, University of Arizona, 2007  
 M.A., Near Eastern Studies, University of Arizona, 1998  
 B.A., Anthropology, College of William and Mary, 1994

**Academic Experience:** Adjunct Instructor, Judaic Studies, University of Arizona, 2007-Present  
 Teaching Associate, Near Eastern Studies, University of Arizona, 1997-2007  
 Instructor, Critical Languages Institute, Arizona State University, 2014-Present

**Overseas Experience:** Israel

**Language Proficiency:** Hebrew – 4, Spanish – 2, Arabic – 1

**Specializations:** Archaeology, Ancient Jewelry, Ancient Magic

**Distinctions:** Gendell Award for Excellence in Jewish Education, 2008

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of MES courses (25%+):** 5 **Select Courses:** Jewish Civilization: A "Gateway" Course; History and Religion of Israel in Ancient Times: The Biblical Period; History and Religion of Israel in Ancient Times: Ezra-Nehemiah to the Roman Empire; Modern Hebrew (Elementary)

**Language Pedagogy Training:** National Association of Professors of Hebrew International Conference, Jewish Theological Seminary, 2013; National Association of Professors of Hebrew International Conference, University of Maryland, 2011; Western Consortium of ME Language Resource Centers Language Pedagogy Workshop, University of Arizona, 2010

**Number of Recent Publications:** 2

*Oxford Encyclopedia of the Bible and Archaeology*, (co-ed.), Oxford University Press, 2013.

**LIVINGSTON, MARGARET***Professor (T), College of Architecture, Planning, and Landscape Architecture*

**Education:** Ph.D., Renewable Natural Resources, University of Arizona, 1992  
 M.L.A., Landscape Architecture, University of Arizona, 1990  
 M.S., Plant Sciences, University of Arizona, 1985  
 B.S., Horticulture, University of Arizona, 1978

**Academic Experience:** Professor, Landscape Architecture, University of Arizona, 2010-Present  
 Associate Professor, Landscape Architecture, University of Arizona, 2004-2010  
 Assistant Professor, Landscape Architecture, University of Arizona, 1998-2004  
 Consultant in Conservation-based design, 1992-Present  
 Adjunct Lecturer, Landscape Architecture, University of Arizona, 1992-1998  
 Adjunct Lecturer, Natural Resources and the Environment, University of Arizona, 1993-1994

**Overseas Experience:** Jordan

**Language Proficiency:** Spanish – 2

**Specializations:** Water Conservation in Landscapes, Habitat Preservation and Revegetation, Urban Ecosystems

**Distinctions:** Excellence in Teaching Award, Council for Educators in Landscape Architecture, 2018; Faculty Advisor, AZASLA Student Collaborative Community Service Award, 2009, 2013, 2014, 2015; Darryl B. Dobras Award for Excellence, CAPLA, UA, 2004, 2014, 2017; Master Plan for Resaca de la Palma, P.I., National Park Service (NPS), 2009-11; Conservation Plan for the Petrified National Forest Housing Complex, NPS, 2009-11; Co-Director, Water-Conserving Garden for 'Aqaba (Jordan), International Arid Lands Consortium, 2004-Present, Outstanding Teaching Award, CALA, Awards of Distinction, UA, 1999, 2006, 2007, 2008

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 0 **Select Courses:** Plant Materials; Arid Lands Plant Communities; Landscape Architecture Seminar; Planting Design; Independent Study

**Dissertations and Theses Supervised Since Fall 2013:** 22

**Number of Recent Publications:** 6

"Design Concept of a Reverse Osmosis Reject Irrigated Landscape: Connecting Source to Sabkha," (with C. Bresdin) in *Sabkha Ecosystems*, (eds. M. Khan, et al.), Tasks for Vegetation Science, Vol. 48: 237-250. 2016.

**LUCAS, SCOTT***Associate Professor (T), School of Middle Eastern & North African Studies*

**Education:** Ph.D., Near Eastern Languages & Civilizations (With Honors), University of Chicago, 2002  
 M.A., Near Eastern Languages & Civilizations, University of Chicago, 1998  
 B.A., Near Eastern Languages & Civilizations and Political Science (double major), Yale University, 1995  
 Certificate of Advanced Arabic: Yemen Language Center, San'a', Republic of Yemen, 1994-1995

**Academic Experience:** Director, School of Middle Eastern & North African Studies, University of Arizona, 2012-2015  
 Interim/Acting Director, School of Middle Eastern & North African Studies, University of Arizona, 2011-2012  
 Associate Professor, School of Middle Eastern & North African Studies, University of Arizona, 2011-Present

**Overseas Experience:** Yemen, Iran, Lebanon

**Language Proficiency:** Arabic – 4, French – 3

**Specializations:** Islamic Law, Pre-modern Islamic History, Sunni Hadith, Zaydi Islam

**Distinctions:** Advisor, Muslim Students Association, current; Editorial Board, *Islamic Law and Society*, Brill, 2012-Present; ACLS Fellow 2018-Present; College of Social and Behavioral Sciences Dean's Award for Excellence in Lower Division Teaching, University of Arizona, April 2010; Commission to translate a portion of al-Tabari's Qur'an commentary, The Royal Aal al-Bayt Institute for Islamic Thought, Amman, Jordan, 2007-11

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 9 **Select Courses:** The Religion of Islam; Islamic Mysticism; Islamic Thought; History of the Middle East; Qur'anic Studies; Shi'ism; Advanced Islamic Studies; Islamic Law and Society

**Dissertations and Theses Supervised Since Fall 2013:** 4

**Language Pedagogy Training:** Western Consortium Language Workshop, University of Arizona, 2016

**Number of Recent Publications:** 9

*Selections from the Comprehensive Exposition of the Interpretation of the Verses of the Qur'an.* (translated original by Tabari). 2 Vols, Cambridge, UK: The Islamic Texts Society, 2017.



**MAGGI, EVA-MARIA***Limited Term Adjunct Instructor (NTE), School of Government & Public Policy*

**Education:** Ph.D., Political Sciences & Economics, Institute for Int'l Politics, Helmut Schmidt University, 2014  
 M.A., Political Science, Sociology and Public Law, Eberhard-Karls University, Tübingen, Germany, 2008  
 B.A., Political Science, Sociology and Public Law, Leibniz University, Hannover, Germany, 2004

**Academic Experience:** Visiting Assistant Professor, Political Science, University of Montana, 2017-Present  
 Limited Term Adjunct Instructor, School of Government & Public Policy, University of Arizona, 2013-Present  
 Lecturer, Edmunds Community College, Seattle, Washington, 2012-2013  
 Visiting Scholar & Guest Speaker, University of Washington, Seattle, 2010  
 Lecturer, University of Trento, Italy, 2009

**Overseas Experience:** Germany, Morocco, Spain, Italy

**Language Proficiency:** German – 4, English – 4, Italian – 4, French – 4, Moroccan Arabic – 1

**Specializations:** International Relations: International Organizations and Institutions, Cooperation, North Africa and Middle East

**Distinctions:** Course Enrichment Grant, European Union Center of Excellence at the University of Colorado-Boulder, 2014;  
 Doctoral Research Scholarship, German Academic Exchange Service (DAAD), Centre Jacques Berge, Rabat, Morocco, 2011/2012; Travel Stipend, Friends and Supporters Helmut-Schmidt University, Hamburg, 2010

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Number of MES courses (25%+):** 1 **Select Courses:** Comparing US & EU Democracy Promotion Policy in the MENA Region (online); Politics in the EU

**Number of Dissertations and Theses Supervised Since Fall 2013:** 1

**Number of Recent Publications:** 4

*The will of change: European neighborhood policy, domestic actors, and institutional change in Morocco*, Springer, 2016.

**MAIMON, URI***Instructor (NTE) and Coordinator, Hebrew Program, Arizona Center for Judaic Studies*

**Education:** M.S., Management Information Systems, University of Arizona, 1991  
 M.A., Political Science, University of Arizona, 1989  
 B.A., Social Sciences, Tel-Aviv University, Israel, 1984

**Academic Experience:** Coordinator, Hebrew Program, University of Arizona, 2015-Present  
 Hebrew Language Instructor, University of Arizona, 2007-Present  
 Hebrew Language Instructor, Tucson Hebrew Academy, 1991-92  
 Research/Teaching Assistant, Department of Political Science, University of Arizona, 1984-87

**Overseas Experience:** Israel

**Language Proficiency:** Hebrew – 4

**Specializations:** Hebrew, Judaic Studies

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 6 **Select Courses:** Modern Hebrew (Elementary, Intermediate, Advanced)

**Language Pedagogy Training:** ACTFL OPI Workshop, University of Arizona, 2018; Maximizing Acquisition and Culture-Based Pedagogy, University of Denver, 2017; Communication and Technology in the Hebrew Classroom, University of Denver, 2015; Western Consortium of Middle East Language Resource Centers Language Pedagogy Workshop, UT Austin, Texas, Spring 2011; Western Consortium of Middle East Language Resource Centers Language Pedagogy Workshop, University of Arizona, Spring 2010; National Middle Eastern Language Resource Center Hebrew Conference (NMELRC), University of Arizona, Fall 2009; Western Consortium of Middle East Language Resource Centers Language Pedagogy Workshop, UT Austin, Texas, Spring 2009; National Association of Professors of Hebrew International Conference, McGill University, Montreal, Summer 2008; National Association of Professors of Hebrew, International Conference, Stanford University, 2005

**MARSH, STUART E.***Director and Professor (T), School of Natural Resources and the Environment*

**Education:** Ph.D., Applied Earth Sciences, Stanford University, 1979  
 M.S., Applied Earth Sciences, Stanford University, 1975  
 B.S., Geology, George Washington University, 1973

**Academic Experience:** Professor, School of Natural Resources and the Environment (SNRE), University of Arizona (UA), 2013-Present  
 Director, School of Natural Resources and the Environment, University of Arizona, 2013-Present  
 Director, Arizona Remote Sensing Center, University of Arizona, 2004-2011  
 Associate Director, Arizona Remote Sensing Center, 1988-2004

**Overseas Experience:** Saudi Arabia, Africa, Mexico, China

**Specializations:** Environmental Research Utilizing Geospatial Technologies, Global Environmental Change, Land Use Change

**Distinctions:** Honored Faculty, UA Graduate Interdisciplinary Program, 2014; Outstanding Faculty Member of the Year Award, SNRE, UA, 2012; USDA Certificate of Appreciation, 2008; Special Team Award, SNRE, UA, 2008; Presidential Citation, American Society for Photogrammetry & Remote Sensing, 1999; Associate Editor, *Photogrammetric Engineering & Remote Sensing*, 1992-1999; Fulbright Senior Scholar Award, Australia, 1996-1997; Elected Fellow, Arizona-Nevada Academy of Sciences, 1996

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 1 **Select Courses:** Physical Aspects of Arid Lands; Arid and Semiarid Lands; Natural and Human Impact on Arid Lands; Global Sustainability; Geographic Applications of Remote Sensing

**Dissertations and Theses Supervised Since Fall 2013:** 4

**Number of Recent Publications:** 12

“Vegetation productivity responses to drought on tribal lands in the four corners region of the Southwest USA,” (with M. El-Vilaly, et al.), *Frontiers of Earth Science*, 5: 1-15. 2017.

“Designing healthy communities: Testing the walkability model,” (with N.V. Chalfoun, et al.), *Frontiers of Architectural Research*, 6(1): 63-73. 2017.

“Assessing Rangeland Condition in the Kalahari Duneveld through Local Ecological Knowledge of Livestock Farmers and Remotely Sensed Data,” (with T.M. Kong, et al.), *Journal of Arid Environments*, 113: 77-86. 2015.

“Assessing Transmission of Crop Diseases by Insect Vectors in a Landscape Context,” (with Y. Carriere, et al.), *Journal of Economic Entomology*, 107(1): 10. 2014.

**MARSHALL, DAVID “SANDY” JONES***Visiting Assistant Professor (NTE) and Assistant Director of the Master's in Development Practice Program, School of Geography and Development*

**Education:** Ph.D., Geography, University of Kentucky, 2013  
 M.A., Near Eastern Studies, University of Arizona, 2007  
 B.A., Politics, Queen's University of Belfast, 2004

**Academic Experience:** Visiting Assistant Professor and Assistant Director of the Master's of Development Practice Program, School of Geography and Development, University of Arizona, 2016-2017  
 Post-Doctoral Researcher, School of Geography and Development, University of Arizona, 2015-2016  
 Post-Doctorate Research Associate, Durham University, 2013-2015  
 Graduate Instructor, University of Kentucky, 2008-2009

**Overseas Experience:** United Kingdom

**Language Proficiency:** Arabic – 3, Spanish – 1, French – 1

**Specializations:** Political, Cultural, Urban Geography, Urban Geopolitics

**Distinctions:** Member, Diversity Taskforce, University of Arizona, 2016-2017; University of Arizona, Center for Middle Eastern Studies Faculty Research Grant, “Heritage, History, and Hope – Mediatizing Memory in Nablus, Palestine,” \$1,980, 2016; National Science Foundation – Doctoral Dissertation Research Improvement; Research Fellow, Palestinian American Research Center Fellowship

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 1 **Select Courses:** Geography of the Middle East; Geography of International Development; The MDP Culmination Project

**Number of Recent Publications:** 16

“Narrating Palimpsestic Spaces,” (with Staeheli, et al.), *Environment and Planning A: Economy and Space*, 49(5): 1163-1180. 2017.

“Decolonizing Trauma: Luration Psychology and Childhood Trauma in Palestine,” (with C. Sousa), in *Conflict, Violence and Peace*, (ed. T. Skelton). New York: Springer, 287-306. 2017.

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Language Proficiency Key: 1=Elementary; 2=Intermediate; 3=Advanced; 4=Fluent

**MARTIN, STEPHANIE**

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*Graduate Teaching Assistant, Center for Middle Eastern Studies*

**Education:** Ph.D. student, Anthropology, University of Arizona, current  
 Graduate Certificate, Geographic Information Science, University of Arizona, 2016  
 M.A., Anthropology, University of Arizona, 2015  
 B.A., Classical and Near Eastern Archaeology, 2012

**Academic Experience:** Graduate Teaching Assistant, Afghanistan Cultural Heritage Education Project, CMES, UA, 2018  
 Graduate Teaching Assistant, Anthropology, University of Arizona, 2014, 2016

**Overseas Experience:** Greece, United Arab Emirates, Azerbaijan

**Language Proficiency:** French – 2, Modern Greek – 1, Ancient Greek – 1, Latin – 1

**Specializations:** Disaster Archaeology, Natural Disasters & Displacement, Refugee Identities, Spatial Analysis & GIS Applications, Late Bronze Age Mediterranean Trade & Communication Networks

**Distinctions:** Haury Education Foundation Award, UA, 2017; Semi-finalist, Grad-Slam, UA, 2017; Arcadian Fellowship, UA, 2014-2016; Alumnae Regional Scholar, Bryn Mawr College, 2010

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of Recent Publications:** 1

“Abandoning Akrotiri (Thera): A comparative model approach to relocation strategies after volcanic eruptions,” in *Cycladic Archaeology and Research: New approaches and discoveries*, (ed. E. Angliker and J. Tully). Oxford: Archaeopress, 27-42. (Forthcoming 2018)

**MATUK, FARID**

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*Assistant Professor (TE), English*

**Education:** M.F.A., Poetry & Playwriting, Michener Center for Writers, University of Texas, Austin, 2004  
 B.A., Comparative Literature, University of California at Irvine, 1997

**Academic Experience:** Assistant Professor, English, University of Arizona, 2013-Present  
 Upper School Instructor, Diversity Coordinator, Greenhill School, Dallas, TX, 2008-2013  
 Lecturer, School of Arts and Humanities, University of Texas at Dallas, 2010  
 Lecturer, English, Southern Methodist University, Dallas, TX, 2007

**Overseas Experience:** Chile

**Language Proficiency:** Spanish – 4

**Specializations:** Creative Writing, Poetry, Poetics, Literary Translation, 20<sup>th</sup>-Century and Contemporary US Poetry

**Distinctions:** Headlines Center for the Arts New York Grant's Award, \$4K, 2015-2017; *My Daughter La Chola*, chapbook, The Poetry Foundation Best Books of 2013 list; *My Daughter La Chola*, chapbook, *The Volta* Best Books of 2013 list; *My Daughter La Chola*, manuscript, finalist for the Ahsahta Press Chapbook Prize, 2012; Short List for Vilcek Prize for Creative Promise in Literature, Vilcek Foundation, 2011; *This Isa Nice Neighborhood*, book, named to New American Poets Series, Poetry Society of America, 2011; Fulbright Fellowship, U.S., 1998-1999

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 1 **Select Courses:** Literature of the Bible; Modern Literature; Advanced Poetry Writing; Graduate Poetry Writing Workshop; Graduate Craft Seminar in Poetry – Rhetoric of Political Poetry

**Dissertations and Theses Supervised Since Fall 2013:** 8

**Number of Recent Publications:** 4

"July," in *Please Excuse This Poem: 100 New Poems for the Next Generation*, (ed. Lynn Melnick and Brett Fletcher Lauer). New York, NY: Viking. (Forthcoming)

*The Real Horse*. Poetry. Tucson, AZ: University of Arizona Press, 2018.

**MEGDAL, SHARON B.**

*Director, Water Resources Research Center; Professor (C)/Specialist, Department of Soil, Water, and Environmental Science and Agricultural & Resource Economics*

**Education:** Ph.D., Economics, Princeton University  
M.A., Economics, Princeton University  
A.B., Economics, Douglass College, Rutgers University

**Academic Experience:** Director, Water Resources Research Center, University of Arizona, 2004-Present  
Member, UNESCO-GEF Transboundary Waters Assessment Programme, Groundwater Expert Group, 2009-C.W. & Modene Neely Endowed Professor for Excellence in Agriculture and Life Science, March 2008-Present  
Professor/Specialist, Department of Agricultural and Resource Economics, University of Arizona, 2002-Present  
Professor/Specialist, Department of Soil, Water and Environmental Science, University of Arizona, 2006-Present

**Overseas Experience:** Israel, Palestinian Territories, Mexico, France

**Language Proficiency:** Spanish – 1

**Specializations:** State and Regional Water Policy and Management, Mechanisms to Secure Water for Environmental Needs

**Distinctions:** Governing Board Member, Center for Middle Eastern Studies, UA, current; Women of Influence Lifetime Achievement Award Winner for outstanding achievements and contributions to water policy & water resources management, 2016; 12 Torches Ceremony Honoree, Weintraub Israel Center, 2014; Distinguished Outreach Faculty Award, UA, 2014; Co-PI, Supporting Watershed Management Planning for People & the Environment in the Desert Landscape Conservation Cooperative Region, US DOI, BOR, WaterSMART, \$150K, 2012-2014; Co-PI, Incorporating Climate Information & Stakeholder Engagement in Groundwater Resources Planning & Management, US DOC, NOAA, Climate & Atmospheric Research, \$216K, 2012-2014; Nina Mason Pulliam Charitable Trust through University of Arizona Foundation, \$338K, 2011-2014

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Number of MES courses (25%+):** 0 **Select Courses:** Water, Society, and Policy Seminar; Water Policy in Arizona and Semi-arid Regions; Independent Study

**Number of Recent Publications:** 37

“Connecting Israeli Water Management and Technological Innovations to Arizona,” (with G. Hamer), *The Kachina News*, 14-16. Fall 2016.  
“Performance of a grey water pilot plant using a multi-layer filter of natural materials for agricultural purposes in the Jordan Valley,” (with A. Ghrair and O. Al-Mashaqbeh), *CLEAN – Soil, Air, Water*, 43(3): 351-359. 2015.  
“A tale of two rivers: Pathways for improving water management in the Jordan and Colorado River Basins,” (with A. Chen, et al.), in [Special Issue on the Fourth Drylands Deserts and Desertification “DDD” Conference] *Journal of Arid Environments*, (ed. S.B. Megdal, et al.), 112(A): 109-123. 2015.

**MEHIN, ALYEH**

*Graduate Teaching Assistant, School of Middle Eastern & North African Studies*

**Education:** Ph.D. student, Middle East & North African Studies, University of Arizona, current  
M.A., Muslim Cultures, Aga Khan University, London, UK, 2014  
M.A., Teaching English as a Foreign Language, University of Isfahan, Iran, 2005  
B.A., English, Ferdowsi University of Mashhad, Iran, 2002

**Academic Experience:** Graduate Teaching Assistant, School of Middle Eastern & North African Studies, UA, 2015-Present

**Overseas Experience:** Iran, UK, Turkey

**Language Proficiency:** Persian – 4, Turkish – 4, French – 3, Arabic (Reading) – 4, Ottoman Turkish – 4

**Specializations:** Language Education, Islamic Thought, Iranian Women

**Distinctions:** Dr. Malakeh Taleghani Fellowship, 2018; Roshan Fellowship, 2017; Graduate Assistantship, University of Arizona, 2016; Fulbright Scholarship, 2015; Graduate Student Award, Aga Khan University, 2012.

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 3 **Select Courses:** Islamic Thought; Persian (Intermediate)

**Language Pedagogy Training:** ACTFL OPI Workshop, University of Arizona, 2018; AzTesol (Arizona Teaching English to Speakers of Other Languages), 2017; AATP, DC, 2017; MESA, DC, 2017; Second Language Acquisition and Teaching Minor, 2017; Teaching English as a Second Fulbright Language Teaching Assistantship Workshop Series, 2016; Fulbright Language Teaching Assistantship Certificate, 2016; Cambridge Certificate for English Language Teaching to Adults (CELTA), 2014

**Number of Recent Publications:** 1

“Identity Formation and Negotiation of Freedom in Coeducational Language Schools in Iran,” *Review of Social Studies*, 3(2): 21-31. 2016.

**MEYER, VICTORIA**

*Director, Bachelor of General Studies at University of Arizona North Valley, and Assistant Professor (NTE), Colleges of Letters, Arts & Sciences*

**Education:** Ph.D., European History, University of Virginia, 2010  
M.A., History, University of Virginia, 2004  
B.A., History and French, University of Arizona, 2002

**Academic Experience:** Director, Bachelor of General Studies, University of Arizona North Valley, 2014-Present  
Assistant Professor, College of Letters, Arts & Sciences, University of Arizona, 2014-Present  
Post-Doctoral Fellow, East Tennessee State University, 2011-2014  
Adjunct Lecturer, University of Mary, Washington, 2011  
Visiting Assistant Professor, Randolph College, 2010-2011

**Overseas Experience:** France

**Language Proficiency:** French – 4, Italian – 3, Latin – 1

**Specializations:** History of Medicine and Public Health, Gender and Sexuality, Histories of Early Modern and Modern Europe, History of the Middle East

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 2 **Select Courses:** History of Muslim Societies I & II; Colloquium on World History; History of Witchcraft

**Number of Recent Publications:** 3

“Marking France’s Enemies: Masculinity, Sexuality, and the Tattoo in Revolutionary France,” in *Tattoo(ed) Histories: Transcultural Perspectives on the Aesthetics, Narratives, and Practices of Tattoo*, (ed. Sinah Kloss). (Forthcoming)

“Innovations from the Levant: Smallpox Inoculation and Perceptions of Scientific Medicine,” in *The Globalization of Science in the Middle East, 18<sup>th</sup>- 20<sup>th</sup> Centuries*, (ed. Sahar Bazzaz and Jane Murphy). (Submitted and Under Press Review)

“Coureur de bois,” in *Encyclopedia of The Atlantic World, 1400-1900: Europe, Africa, and the Americas in an Age of Exploration, Trade, and Empires*. ABC-CLIO. (Forthcoming)

**MILLIMAN, PAUL**

*Associate Professor (T), History*

**Education:** Ph.D., Medieval European History, Cornell University, 2007  
M.A., Medieval European History, Cornell University, 2003  
B.A., History, Ohio Wesleyan University, 1997

**Academic Experience:** Associate Professor, History, University of Arizona, 2014-Present  
Assistant Professor, History, University of Arizona, 2007-2014  
Lecturer, History, Lake Forest College, 2007  
Instructor, John S. Knight Writing Program, Cornell University, 2002

**Overseas Experience:** United Kingdom

**Specializations:** Medieval History

**Distinctions:** American Historical Association, Tuning Project, 2015; Van Courtlandt Elliot Prize, Medieval Academy of America, 2013; “Favorite Professor,” College of Social and Behavioral Sciences, UA, 2009; Ambassador Kazimierz Dziewanowski Memorial Award, Polish Institute of Arts & Sciences of America (PIASA) and the Embassy of the Republic of Poland in Washington, DC, 2008

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 1 **Select Courses:** World History to 1600; Games in Medieval Europe; Medieval Europe

**Number of Recent Publications:** 6

“Jan Długosz on King Władysław Jagiełło’s Master Chef and the Invention of Bigos,” in *Portraits of Medieval Eastern Europe, 800-1250*, (ed. Donald Ostrowski & Christian A. Raffensperger), New York: Routledge, 143-148. 2017.

*‘The Slippery Memory of Men’: The Place of Pomerania in the Medieval Kingdom of Poland*. Leiden: Brill, 2013.

**NABHAN, GARY P.***Research Social Scientist and Professor (C), Southwest Studies Center*

**Education:** Ph.D., Arid Lands Resource Sciences, University of Arizona, 1983  
 M.S., Plant Sciences (Horticulture), University of Arizona, 1978  
 B.A., Environment Biology, Prescott College, AZ., 1974

**Academic Experience:** Research Social Scientist/Professor, Southwest Studies Center, University of Arizona, 2008-Present  
 Applied Indigenous Studies and Forestry, Northern Arizona University, 2000-08  
 Director of Conservation Science, Arizona-Sonora Desert Museum, 1993-2000  
 Visiting Lecturer, Departments of Native American Studies and English, University of Arizona, 1998-2000

**Overseas Experience:** Lebanon, Oman, Italy, Mexico, Peru

**Language Proficiency:** Arabic – 4

**Specializations:** Common Heritage of Desert Dwellers in the Middle East and the Southwestern Borderlands, Regionally-unique Heritage Foods Served in America, Perils Facing Farmers in the Earth's Richest Centers of Food Diversity

**Distinctions:** MOCA Local Genius Award, 2013; Utne Reader Visionary, 2011; Copper Quill Award, 2006; Emil Haury Award, Western Parks & Monuments Assoc., 2004-2005; Saveur Magazine Best 100 Food Initiatives, 2002/2005; Lifetime Achievement Award, Society for Conservation Biology, 2001; Western States Book Award, The National Endowment, 1999; Southwest Book Award, Border Regional Library Assoc., 1986-1998; John Burroughs Medal for Nature Writing, John Burroughs Assoc., 1986; Pew Scholarship for Conservation & the Environment, Pew Scholars, 1991; MacArthur Fellowship, MacArthur Fellowship Program, 1990-1995

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 0 **Select Courses:** Renewable Natural Resources; Independent Study

**Dissertations and Theses Supervised Since Fall 2013:** 1

**Number of Recent Publications:** 15

*Food from the Radical Center: Healing Our Land and Communities.* Washington D.C.: Island Press. (Forthcoming 2018)

*Ethnobiology for the Future.* Tucson, AZ: University of Arizona Press, 2016.

*Cumin, Camels, and Caravans: A Spice Odyssey.* Berkeley: UC Press, 2014.

**NAKHAI, BETH ALPERT***Associate Professor (T), Arizona Center for Judaic Studies*

**Education:** Ph.D., Near Eastern Studies, University of Arizona, 1993  
 M.A., Syro-Palestinian Archaeology, Near Eastern Studies, University of Arizona, 1985  
 M.T.S., Old Testament, Harvard Divinity School, 1979  
 B.A., Government, Connecticut College, 1972

**Academic Experience:** Associate Professor, Arizona Center for Judaic Studies, University of Arizona, 2006-Present  
 Affiliated Faculty, School of Anthropology, University of Arizona, 2013-Present  
 Affiliated Faculty, Religious Studies Program, University of Arizona, 2013-Present  
 Affiliated Faculty, School of Middle Eastern & North African Studies, University of Arizona, 2011-Present  
 Co-Director, Tel el-Wawiyat Excavation, Israel, 1985-Present

**Overseas Experience:** Israel

**Language Proficiency:** Hebrew – 3

**Specializations:** Ancient Near East, Archaeology, Biblical Studies

**Distinctions:** Undergraduate Advisor, Arizona Center for Judaic Studies, UA, 1999-Present; Chair, ASOR Initiative on the Status of Women, 2011-Present; Trustee, ASOR, 2002-15; G. Ernest Wright Publications Award, ASOR, 2003; Leon Levy-Shelby White Program for Archaeological Publications, 2003

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 8 **Select Courses:** Women in Ancient Israel; Biblical Hebrew (Poetry & Prose Texts); Tales of Love and Justice: Hebrew Bible (Old Testament) (Honors); Approaches to Jewish Studies Seminar; History & Religion of Israel in Ancient Times –Biblical Period; Archaeology & the Bible; Living the Examined Life: Tales from the Hebrew Bible (Old Testament) (Honors)

**Number of Recent Publications:** 8

*Celebrate Her for the Fruit of Her Hands: Studies in Honor of Carol L. Myers*, (co-ed with S. Ackerman and C. Carter). Winona Lake, IN: Eisenbrauns, 2015.

"Ways of Believing: Religious Practice in Iron Age Israel," in *Defining the Sacred: Approaches to the Archaeology of Religion in the Near East*. (ed. N. Laneri). Oxford, UK: Oxbow Books, 2015.

*Household Religion: Toward a Synthesis of Old Testament Studies, Archaeology, Epigraphy, and Cultural Studies*, (co-ed with R. Albertz, R. Schmitt, and S. Olyan). Winona Lake, IN: Eisenbrauns, 2014.

PR/Award # P015A180124

**NASSAR, MAHA T.**

---

*Associate Professor (T), School of Middle Eastern & North African Studies*

**Education:** Ph.D., Near Eastern Languages and Civilizations (With Honors), University of Chicago, 2006  
 M.A., Middle Eastern Studies, University of Chicago, 1999  
 B.A., English Language & Literature, (Summa Cum Laude, Scholar's Program), Benedictine University, 1997

**Academic Experience:** Associate Professor, School of Middle Eastern & North African Studies, University of Arizona, 2018-Present  
 Assistant Professor, School of Middle Eastern & North African Studies, University of Arizona, 2011-2018  
 Director of Undergraduate Studies, School of Middle Eastern & North African Studies, 2010-Present  
 Lecturer, Department of Near Eastern Studies, University of Arizona, 2008-2011  
 Adjunct Lecturer, Department of Near Eastern Studies, University of Arizona, 2006-2008

**Overseas Experience:** Research in Israel/Palestine, Lebanon, and Travel to Jordan and Morocco

**Language Proficiency:** Arabic – 4, Persian – 2, Hebrew – 2

**Specializations:** Modern Middle East History, Arab Cultural and Intellectual History, Islamic Thought, Women and Gender in Islam, Arab-Israeli Conflict

**Distinctions:** Provost's Author's Support Fund, 2017; SBSRI Faculty Professorship, UA, Fall 2012; Finalist, Five Star Faculty Teaching Award, UA Honors College, 2010; U Chicago Century Fellowship, 1999-2004

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 8 **Select Courses:** History of the Arab-Israeli Conflict; Palestinian Culture and Society; The Religion of Islam; Middle East Theories/Controversies; History of the Middle East: Modern Middle East; Islamic Thought; Senior Capstone

**Dissertations and Theses Supervised Since Fall 2013:** 26

**Number of Recent Publications:** 9

“‘My Struggle Embraces Every Struggle’: Palestinians in Israel and Solidarity with Afro-Asian Decolonization Movements,” *Arab Studies Journal*. (Forthcoming)

*Brothers Apart: Palestinian Citizens of Israel and the Arab World*. Stanford: Stanford University Press, 2017.

“Looking Out, Cheering On: Global Leftist Vocabularies among Palestinian Citizens of Israel,” in *The Global Sixties: Conventions, Contests, and Countercultures*, (ed. J. Pieper Mooney and T. Chaplin). London: Routledge, 255-272. 2017.

**NEUFELD, DAVID Y.**

---

*Graduate Teaching Assistant, History*

**Education:** Ph.D., History, University of Arizona, 2018  
 M.A., Early Modern European History, University of Arizona, 2013  
 B.A., History, University of Waterloo, Ontario, Canada, 2009

**Academic Experience:** Graduate Teaching Assistant, History, University of Arizona, 2011-2018  
 English Language Teacher, Interlink Language School, Bogota, Colombia, 2010-2011  
 Teacher, History/English, Gimnasio Psicopedagogico Biligue, Chia, Colombia, 2009-2010

**Overseas Experience:** Colombia, Canada

**Specializations:** Medieval History

**Distinctions:** Research Grant Holder, Leibniz-Institut für Europäische Geschichte, Mainz, Germany 2017-Present

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 1 **Select Courses:** History of Christianity

**NEWHALL, AMY WHITTIER**

*Associate Professor (NTE), Roshan Graduate Interdisciplinary Program in Persian & Iranian Studies; Executive Director, Middle East Studies Association*

**Education:** Ph.D., Fine Arts, Harvard University, 1987  
M.A., Arabic Studies, American University in Cairo, 1979  
B.A., Art History, University of California, Berkeley, 1975

**Academic Experience:** Executive Director, Middle East Studies Association, 2002-Present  
Associate Professor, Roshan Persian and Iranian Studies GIDP, University of Arizona, current  
Associate Professor, School of Middle Eastern & North African Studies, University of Arizona, 1989-2017  
Director, Center for Middle Eastern Studies (CMES), University of Arizona, 1995-99  
Acting Director, CMES, University of Arizona, 1994-95, 2011, 2017

**Overseas Experience:** Egypt, Greece, Italy, Morocco, Jordan, Syria, Turkey, Sicily, Spain

**Language Proficiency:** Arabic – 3, French – 3, Spanish – 3, Turkish – 1

**Specializations:** Architecture of the Islamic World, Politics of Revivalism and Restoration in Art and Architecture, Contemporary Visual and Cultural Expression, Heritage Destruction

**Distinctions:** Governing Board Member, Center for Middle Eastern Studies, UA, current; Director, Middle East Studies Association, 2002-Present; CMES Harvard History Faculty Project Award, \$10,000, 2016; Advisory Steering Committee, NSF IGERT (Integrated Graduate Education and Research Traineeship), 2010; Co-PI, Carnegie Corporation of New York, 2009

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 4 **Select Courses:** Art & Architecture of the Islamic World; Middle East Food Traditions; Art, Architecture and Commerce in the Mediterranean World (Study Abroad)

**Dissertations and Theses Supervised Since Fall 2013:** 5

**Number of Recent Publications:** 1

“RoMES Enters the Digital Age: A Retrospective Appreciation from the Executive Director,” *Review of Middle East Studies*, 48(1/2): 1-4. 2014.

**NOORANI, YASEEN**

*Associate Professor (T), School of Middle Eastern & North African Studies*

**Education:** Ph.D., Department of Comparative Literature (Arabic and Persian), University of Chicago, 1997  
M.A., Committee on Comparative Studies in Literature, University of Chicago, 1990  
B.A., History, University of Virginia, 1988

**Academic Experience:** Graduate Studies Director, School of Middle Eastern & North African Studies, UA, 2017-Present  
Associate Professor, School of Middle Eastern & North African Studies, University of Arizona, 2010-Present  
Assistant Professor, Near Eastern Studies, University of Arizona, 2004-Spring 2010  
Lecturer, Arabic Literature, University of Edinburgh, 1998-2004

**Language Proficiency:** Arabic – 4, Persian – 4

**Specializations:** Normative Ideals in Arabic & Persian Literature and Social Order in the ME, Culture & Modernity in the ME

**Distinctions:** Editorial board, *Journal of Arabic Literature*, 2014-Present; Editorial board, *Critical Multilingual Studies*, 2014-Present; Keynote speaker, Jil Jadid Conference, UT Austin, 2018; Whiting Dissertation Writing Fellow, 1995-96; American Research Center in Egypt Fellow, 1993-94; University of Chicago Unendowed Funding, 1989-1993; Center for Arabic Studies Abroad Fellow, 1988-89

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 9 **Select Courses:** Islamic Thought; Muslim Views of the West; Space, Culture, and Representation; Colonialism and Critique of Modernity; Middle East Theories/Controversies; Nationalism and Islam; Middle Eastern Humanities; Senior Capstone

**Dissertations and Theses Supervised Since Fall 2013:** 15

**Number of Recent Publications:** 7

“At the Threshold of World Literature: Ahmad Shawqi,” in *A Companion to World Literature*, Oxford, UK: Blackwell Press. (Forthcoming)

“Translating World Literature into Arabic and Arabic into World Literature: Sulayman al-Bustani’s al-Ilyādha and Rawhi al-Khalidi’s Arabic Rendition of Victor Hugo,” in *Translation and Circulation in the Late Ottoman Empire*, Booth Marilyn (ed.), Edinburgh, UK: Edinburgh Press. (Forthcoming)

“Estrangement and Selfhood in the Classical Arabic Concept of Watan,” *The Journal of Arabic Literature*, 47(1-2): 1-27. 2016.

“Muhammad Iqbal and the Immanence of God in Islamic Modernism,” *Religion Compass*, 8(1): 60-69. 2014.



**OBIORA, LESLYE***Professor (T), College of Law*

**Education:** J.S.D., Stanford Law School, 2000  
LL.M., Yale Law School, 1988  
LL. B., University of Nigeria, 1984

**Academic Experience:** Professor, College of Law, University of Arizona, 1997-Present  
Coca-Cola World Fund Visiting Professor, Yale University, 2009  
Visiting Gladstein Professor, University of Connecticut, 2003  
Visiting Professor, University of Tulsa College of Law, 1997  
Visiting Scholar, Stanford University School of Law, 1996-97, 2002  
Assistant Professor, Indiana University School of Law, Indianapolis, 1992-1996

**Overseas Experience:** Nigeria

**Language Proficiency:** French – 4, Arabic – 2

**Specializations:** Gender and Law, International Human Rights, Strategic Philanthropy

**Distinctions:** Advisor to the Center for Middle Eastern Studies on human rights issues; Founder, Institute for Research on African Women, Children & Culture; Convener, Stimulating Philanthropy in Nigeria Leadership Forums; Manager, World Bank Africa Region Gender & Law Program, 1999-2000; Convener, Gender & Law Ministerial Conference, World Bank, 2000

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Number of MES courses (25%+):** 0 **Select Courses:** Public International Law; Gender and the Law; Jurisprudence; International Human Rights; Independent Study

**Number of Recent Publications:** 3

“Probing the Parameters of Gender, Power, and Democracy in Nigeria,” in *GENDER AND POWER: Towards Equality and Democratic Governance*, (ed. Vianello & Hawksword). London, UK: Palgrave Macmillan, 64-81. 2015.

“A Refuge from Tradition and the Refuge of Tradition: On Anti-Circumcision Paradigms,” in *Transcultural Bodies: Female Genital Cutting in Global Context*, (ed. Hemlund and Shell-Duncan). Rutgers, 67-90. 2007.

“Safe Harbor and Homage,” in *Female Circumcision: Multicultural Perspectives*, (ed. Abusharaf). Penn, 234-242. 2006.

**ODEGAARD, NANCY***Conservator and Head, Preservation Division, Arizona State Museum; Professor (C), Materials Science & Engineering and School of Anthropology*

**Education:** Ph.D., Resource and Heritage Science, University of Canberra, 1997  
M.A., Museum Studies/Anthropology, George Washington, 1981  
B.A. Art History, University of Redlands, 1977

**Academic Experience:** Conservator (Faculty), Arizona State Museum, University of Arizona, 1991-Present  
Professor, School of Anthropology, University of Arizona, 2000-Present  
Professor and Co-Director, Heritage Conservation Science Program, 2004-Present  
Professor, Materials Science & Engineering, University of Arizona, current  
Associate Professor, 1997-2000

**Overseas Experience:** Greece, Turkey, Azerbaijan, Iraq, Jordan, Morocco, Colombia, France, Guatemala, Italy, Peru, Argentina, more

**Language Proficiency:** French – 1, Spanish – 1, Swedish – 1

**Specializations:** Conservation of Cultural Property, Archaeology

**Distinctions:** Chancellors Alumni Award, U Canberra, 2017; Honorary Doctorate, U Gothenberg, 2016; Fulbright Senior Specialist (FSS) Award, 2015; ICCROM Visiting Fellow, 2015; Hon. Professor, Inst. of Archaeology, U College London, 2014-18; Nat'l Conservation Advocacy Award, 2013; Sheldon & Caroline Keck Mentoring Award, 2009; Getty Conservation Inst. Scholar, 2007-2008; Int'l Partnership Museums Award, Israel, 2001; FSS Award, 2001; Winterthur Research Fellow, Robert Lee Gill Award, 2001; Fulbright Scholar Award, 1991

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 0 **Select Courses:** Introduction to Archaeological Conservation; Independent Study

**Dissertations and Theses Supervised Since Fall 2013:** 5

**Number of Recent Publications:** 11

“Microchemical Tests in Conservation,” in *Society for Archaeological Sciences (SAS) Encyclopedia of Archaeological Sciences*. (ed. S. Lopez Varela). NY: Wiley-Blackwell. (Forthcoming)

“Professional Education for Afghan Faculty,” (with S. Bott, B. Jeffery, M. Hamraz, A. Rawan), in *Pre-Prints of the 17<sup>th</sup> Triennial ICOM-CC Melbourne Conference*. (ed. B. Bridgeland). Electronic publication. 2014.

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**OKAL, AHMET***Instructor (NTE), School of Middle Eastern & North African Studies*

**Education:** Ph.D., Second Language Acquisition and Teaching, University of Arizona, 2017  
 D.M.L. (Doctor of Modern Languages) student, Italian and German Studies, Middlebury College, 2005–Present  
 M.A., Second Language Acquisition and Teaching, University of Arizona, 2009  
 M.A., Applied Linguistics, Texas Tech University, 2004  
 M.A., Italian Studies, Middlebury College, 2004  
 M.A., German Language and Literature, Texas Tech University, 2003  
 B.S., Political Geography of the World, Ankara University, Turkey, 1987

**Academic Experience:** Instructor, School of Middle Eastern & North African Studies, University of Arizona, 2005–Present  
 Instructor, CLI Critical Language Institute, Arizona State University, 2016  
 Instructor, Italian, Texas Tech University, 2003–2005  
 Instructor, German, Texas Tech University, 2002–2004

**Overseas Experience:** Turkey

**Language Proficiency:** Turkish – 4, German – 4, Italian – 4, Ottoman– 2, Arabic – 1, Persian – 1

**Specializations:** Teaching Languages Using Social Media and Web Apps, Computer-Assisted Language Learning (CALL)

**Distinctions:** Outstanding Graduate Teaching Assistant Award, 2011; CMES Grant, material development, 2009; Center for Educational Resources in Culture, Lang. & Literacy Grant, Turkish Global Simulation course development, 2007

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 9 **Select Courses:** Turkish (Elementary, Intermediate, Advanced, 4<sup>th</sup>-Year); Turkish Global Simulation

**Language Pedagogy Training:** Planning with the End in Mind, 2018; Challenges & Opportunities in Teaching Turkic Languages and Literature, AATT Conference, 2017; ACTFL OPI Assessment Workshop, 2016; Overview of the Standards of Good Practice, 2016; Developing Intercultural Competencies, 2016; Western Consortium Language Workshop, UA, 2016; AATT, 2015; Innovative Technology in the Language Classroom, 2013; Content-Based Language Instruction Workshop, March 2012; NMELRC Workshop, July 2011

**O'MALLEY, AUSTIN***Assistant Professor (TE), School of Middle Eastern & North African Studies*

**Education:** Ph.D., Near Eastern Languages and Civilizations, University of Chicago, 2016  
 M.A., Near Eastern Languages and Civilizations, University of Chicago, 2009  
 B.A., Near Eastern Languages and Civilizations, University of Chicago 2007

**Academic Experience:** Assistant Professor, School of Middle Eastern & North African Studies, University of Arizona, 2017–Present  
 Lecturer, Middle Eastern and North African Studies, University of Chicago, 2014–2017  
 Faculty Advisor, Persian Association Representing Students, Northwestern University, 2016–2017  
 Assistant Persian Bibliographer, University of Chicago Libraries, 2011–2013

**Overseas Experience:** Tajikistan, Egypt

**Language Proficiency:** Persian –4, Arabic – 2, German – 1, French – 1, Turkish – 1

**Specializations:** Persian Literature, Sufism, Islamic Civilization

**Distinctions:** Roshan Graduate Interdisciplinary Program in Persian & Iranian Studies Executive Board, University of Arizona, 2017–Present; Graduate Council Travel Grant, University of Chicago, 2016; Junior Fellow, Martin Marley Center, University of Chicago Divinity School, 2015–2016; Jafar and Shokoh Farzaneh Paper Prize, University of Oklahoma, 2013

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 5 **Select Courses:** History of the Iranian Plateau: Authority, Religion, and Literature, 633–1501 (will have optional Persian language element in 2018–19); History of the Middle East; Islamic Spirituality through the Poetry of Rumi; Middle Eastern Ethnic & Religious Minorities; Poetry for the Prince: Medieval Persian Literature & the Royal Court

**Dissertations and Theses Supervised Since Fall 2013:** 1

**Language Pedagogy Training:** STARTALK Persian, George Washington University, 2013.

**Number of Recent Publications:** 2

“Poet’s Orders: Poetry and Text as Spiritual Medicine in the Works of ‘Aṭṭār.” in *Proceedings from the Fifth Annual Conference on Oriental Texts at the Institute of Oriental Studies*. (Forthcoming 2018)

“Rhetoric, Narrative, and the Remembrance of Death in ‘Aṭṭār’s Mosibat-nāmeḥ,” *Iranian Studies*, 50(1): 23–46. 2018.

**OULD MEILOUD, AHMED M.**

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*Graduate Teaching Assistant, School of Middle East & North African Studies*

**Education:** Ph.D., Anthropology & Near Eastern Studies, University of Arizona, 2017  
 M.A., Near Eastern Studies, University of Arizona, 2011  
 M.A., in American Studies, University of Wyoming, 2007  
 Certificat d'Aptitude au Professorat de l'Enseignement Secondaire, ENS Mauritania, 2005  
 B.A., English Literature, University of Nouakchott, 2002

**Academic Experience:** Graduate Teaching Assistant, School of Middle East and North African Studies, UA, 2009-2016

**Overseas Experience:** Mauritania

**Language Proficiency:** Arabic – 4, English – 4, Turkish – 2, French – 3, Hebrew – 1

**Specializations:** Islamic Studies

**Distinctions:** Fulbright Scholar Exchange Program, 2005-2006

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 6    **Select Courses:** History of the Middle East; Islamic Thought; Religion of Islam; Introduction to Political Islam; Modern Standard Arabic (Intermediate)

**Language Pedagogy Training:** Second Language Teaching Practicum, University of Wyoming, 2005-2006

**Number of Recent Publications:** 1

“A Conflict Between Divine Texts and Human Legal Needs?” *Islamic Africa*, 7(1): 81-89. 2016.

**PAINE, JENNIFER**

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*Business Manager, Senior, Center for Middle Eastern Studies*

**Education:** Ph.D., Candidate, Geography, Ohio State University, 1997-Present  
 M.A., Geography, Hunter College, CUNY  
 B.A., Asian Studies, Pomona College, 1988

**Academic Experience:** Business Manager, College of Social & Behavioral Sciences, University of Arizona, 2006-2018  
 Test Development, Educational Testing Service (ETS), 2003  
 Finance, ETS, 2002-03  
 Affiliated Researcher, Inst. of Folklore, National Center for Social Sciences in Humanities Research, 2000-02

**Overseas Experience:** Vietnam, Japan, Venezuela, UK

**Language Proficiency:** Vietnamese – 4, Japanese – 2, German – 1, Spanish – 1

**Specializations:** Budgeting, Financial Reconciliation, Geography, Grants

**Distinctions:** Blake More Foundation Southeast Asia Fellowship, 2000-01; John N. Rayner Dissertation Foundation Award, 1998; Foreign Language and Area Studies (FLAS) Fellowship, Vietnam, 1997/1998; FLAS Fellowship, SEASSI, 1997

**Percentage of Time Dedicated to Area Studies:** 50-74%

**PARASTESH, SHAHRAM**

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*Graduate Teaching Assistant, School of Middle Eastern & North African Studies*

**Education:** Ph.D. student, Roshan Persian and Iranian Studies, University of Arizona, current  
 Ph.D., Cultural Sociology, University of Arizona, 2006  
 M.A., Sociology, University of Arizona, 1998  
 B.A., Social Sciences, University of Tehran, 1993

**Academic Experience:** Graduate Teaching Assistant, School of Middle Eastern & North African Studies, University of Arizona, 2017-Present  
 Visiting Scholar, Ferris State University and University of Southern California, 2011-2015  
 Assistant Professor, University of Tehran, 2006-2011

**Overseas Experience:** United Kingdom

**Language Proficiency:** Persian – 4, Kurdish – 3, Arabic – 2, Turkish – 2

**Specializations:** Cultural Sociology, Literature

**Distinctions:** Roshan Institute Member

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of MES courses (25%+):** 2 **Select Courses:** Persian (Elementary)

**Language Pedagogy Training:** ACTFL OPI Workshop, University of Arizona, 2018; AATP, DC, 2017; MESA, DC, 2017

**Number of Recent Publications:** 1

*The Virtual Reality: The Sociolinguistic Analysis of People's Behaviors in the 2013 Presidential Election in Iran.* Tehran: Goman Publication, 2017.

**PARK, TAD (THOMAS) K.**

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*Associate Professor (T), School of Anthropology*

**Education:** Ph.D., Anthropology and History, University of Wisconsin, Madison, 1983  
 M.A., Agricultural Economics, University of Wisconsin, Madison, 1982  
 M.A., Anthropology, University of Wisconsin, Madison, 1977  
 B.A., Anthropology and Philosophy, McGill University, 1974

**Academic Experience:** Associate Professor, Anthropology, University of Arizona, 1992-Present  
 Assistant Professor, Anthropology, University of Arizona, 1986-1992  
 Faculty Associate, Center for Middle Eastern Studies, Harvard University, 1990  
 Faculty, Land Tenure Center, University of Wisconsin, Madison (UWM), 1986, 1990-Present  
 Project Coordinator, Research on Land Tenure in Mauritania, Land Tenure Center, UWM, 1984-85

**Overseas Experience:** Egypt, Morocco, Mauritania, Tanzania, Senegal, Niger, Botswana, Mali

**Language Proficiency:** Arabic – 4, French – 4, Norwegian – 4, German – 2, Hebrew – 1, Greek – 1, German – 1, Russian – 1, Tachellyt – 1

**Specializations:** Bureaucracy in Africa & the M.E., Colonialism and Imperialism, Arabic Archives

**Distinctions:** Conference Co-Organizer, Robustness in Complex Systems, NSF & Santa Fe Institute, Summer 2003; National Science Foundation Grant, Creation of a GIS for Six Cities in Arid Environments (Morocco, Senegal, Mali, Niger, Tanzania, and Botswana), 1998-2001

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of MES courses (25%+):** 1 **Select Courses:** Economic Anthropology; Political Ecology; Urban Anthropology; Applying Anthropology in a Global Context; Many Ways of Being Human; Independent Study

**Dissertations and Theses Supervised Since Fall 2013:** 9

**Number of Recent Publications:** 5

*The Roots of Western Finance: Power, Ethics, and Social Capital in the Ancient World*, (with James B. Greenberg). Lanham, MD: Lexington Books, 2017.

*Hidden Interests in Credit and Finance: Power, Ethics, and Social Capital across the Last Millennium*, (with James B. Greenberg). Lanham, MD: Lexington Books, 2017.

*Historical Dictionary of Morocco*. 3<sup>rd</sup> Edition. (with Aomar Boum). Lanham, MD: Rowman & Littlefield, 2016.

**POST, JENNIFER**

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*Lecturer (NTE), School of Music*

**Education:** Ph.D., Ethnomusicology and South Asian Studies, University of Minnesota, 1982  
 M.S., Library and Information Science, Simmons College, 1986  
 M.A., Ethnomusicology and South Asian Studies, University of Minnesota, 1974  
 B.A., Music, Beloit College, 1972

**Academic Experience:** Lecturer, School of Music, University of Arizona, 2014-Present  
 Visiting Archivist, School of Music, University of Western Australia, 2013  
 Visiting Lecturer, Ethnomusicology, Victoria University, 2012  
 Curator of Musical Instruments, Musical Instrument Museum, Phoenix, AZ, 2008-2011  
 Assistant Professor, Library, Mansfield University, 2007-2008  
 Assistant Professor, Music, Middlebury College, 1998-2007  
 Archivist, Curator, and Librarian, Ethnomusicology, Middlebury College, 1983-1998  
 Visiting Assistant Professor, Music, Middlebury College, 1981-1992

**Overseas Experience:** India, Mongolia, Australia, New Zealand, Philippines, Malaysia, Singapore, Uzbekistan, Kyrgyzstan, Kazakhstan, China

**Specializations:** Ethnomusicology, Music and Politics, Study of Musical Instruments, Ecology, Music

**Distinctions:** Collaborator, Partnership Development Grant, Social Sciences and Humanities Research Council, 2016-2018;  
 Executive Board Member, Graduate Interdisciplinary Program, UA, 2017-Present; NEH Summer Institute Award, 2016; Honorary Senior Research Fellow, School of Music, U of Western Australia 2013-2017; Board of Directors, Society for Ethnomusicology, 2009-2013; Council Member, Society for Ethnomusicology, 2008-2009

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Number of MES courses (25%+):** 2 **Select Courses:** Arab and Asian Music; Ethnomusicology; Music in World Cultures; Introduction to Music Literature

**Dissertations and Theses Supervised Since Fall 2013:** 6

**Number of Recent Publications:** 7

*Ethnomusicology: A Contemporary Reader, Volume II.* London: Routledge Press, 2017.

"Performing Transition in Mongolia: Repatriation and Loss in the Music of Kazakh Mobile Pastoralists," *Yearbook for Traditional Music*, 46: 43-61. 2014.

**PRESENT, NAOMI**

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*Lecturer (NTE), Arizona Center for Judaic Studies*

**Education:** M.A., Teaching Hebrew, Middlebury College, 2018  
 B.A., French Language and Literature, University of Arizona, 2009  
 B.A., Italian Language and Literature, University of Arizona, 2009

**Academic Experience:** Lecturer, Arizona Center for Judaic Studies, University of Arizona, 2015-Present  
 Director, Education, Congregation Chaverim, Tucson, AZ, 2012-2015  
 Administrative Program Manager, Israel/Palestine Center for Research and Information, Jerusalem, 2011  
 Tutor, French, Tucson, AZ, 2008  
 Tutor, Hebrew, Tucson, AZ, 2006

**Overseas Experience:** Israel

**Language Proficiency:** Hebrew – 4, French – 3

**Specializations:** Outreach Events, Jewish History, Religion and Culture

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of MES courses (25%+):** 2 **Select Courses:** Hebrew (Elementary)

**Language Pedagogy Training:** M.A. degree in Teaching Hebrew, Middlebury College, 2018

**RABINOVICH, TATIANA***Graduate Teaching Assistant, School of Middle Eastern & North African Studies*

**Education:** Ph.D. student, School of Middle Eastern & North African Studies, University of Arizona, current  
 M.A., International Relations, Saint-Petersburg State University, Russia, 2011  
 M.A., Middle Eastern Studies – Political Science, University of Utah, 2011  
 B.A., International Relations, Saint-Petersburg State University, Russia, 2008

**Academic Experience:** Graduate Teaching Assistant, School of Middle Eastern & North African Studies, UA, 2013-2015, 2017-2018

**Overseas Experience:** Russia

**Language Proficiency:** Russian – 4, English – 4, Arabic – 3, German – 2, Turkish – 1

**Specializations:** Gender and Women's Studies, History

**Distinctions:** The Association for Women in Slavic Studies Graduate Research Prize, 2017; Wadad Kadi Travel Fellowship for 2017 Middle East Studies Association Conference, 2017; Social and Behavioral Sciences Graduate College Dissertation Writing Fellowship, University of Arizona, 2017; Woodrow Wilson Women's Studies Dissertation Writing Fellowship, 2017-2018; Social and Behavioral Sciences Graduate College Dissertation Research Fellowship, 2015; Arabic Language award from the University of Utah, 2011; Fulbright Scholarship, 2009-2011; FLEX Exchange Student, 2002-2003

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 5 **Select Courses:** Middle Eastern Humanities; The Religion of Islam; Introduction to Political Islam; The Middle East & North Africa since the "Arab Spring"; Middle Eastern Ethnic and Religious Minorities

**Number of Recent Publications:** 1

"Living the Good Life: Muslim Women's Magazines in Contemporary Russia," *European Journal of Cultural Studies*, 1(16): 1-16. 2016.

**RAHMOUNI, KAMILIA***Graduate Teaching Associate, School of Middle Eastern & North African Studies*

**Education:** Ph.D. student, Middle Eastern & North African Studies, University of Arizona, current  
 M.A., Middle Eastern & North African Studies, University of Arizona, 2014  
 Certificate, Web Design, Technology Training Center, Tunis, Tunisia, 2011  
 Certificate, Language Aptitude in Hebrew, Bourguiba Institute of Modern Languages, Tunis, Tunisia, 2011  
 B.A., Literary Studies and Humanities, University of Tunis, Tunis, Tunisia, 2011

**Academic Experience:** Graduate Teaching Associate, School of Middle Eastern & North African Studies, University of Arizona, 2013-Present

**Overseas Experience:** Tunisia, France

**Language Proficiency:** Arabic – 4, English – 4, French – 3, Hebrew – 3, Spanish – 2

**Specializations:** Sociolinguistics

**Distinctions:** Fulbright Grant; Academic Achievement Grant, Cooperation and Cultural Action Department of the French Embassy in Tunisia

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 9 **Select Courses:** Minorities in the Arab World (taught in Arabic); Middle Eastern Ethnic and Religious Minorities; Jews of the Islamic World in the Modern Period; Middle Eastern Humanities; The Middle East and North Africa since the "Arab Spring"; Languages and Societies of the Middle East; Religion of Islam; Modern Standard Arabic (Elementary & Intermediate)

**Language Pedagogy Training:** ACTFL OPI Workshop, University of Arizona, 2018; Western Consortium Language Workshop, University of Arizona, 2016; Professional Development Workshop for Language Faculty, Project GO and Flagship Programs, University of Arizona; American Council on the Teaching of Foreign Languages (ACTFL), Arizona State University; ACTFL, A&M University

**Number of Recent Publications:** 1

"Between French Assimilationism and Nationalist Communism: The Impact of WWII on Tunisian Jews; Ideological Orientations, 1939-1945," in *Radical Jewish Politics*, (ed. A. Heckman). (Forthcoming)

**RAWAN, ATIFA R.***Governing Board Member, Center for Middle Eastern Studies*

**Education:** M.L.S., Library Science, University of South Carolina, 1977  
 M.A., Educational Anthropology, New York University, 1971  
 B.A., Political Science, University of Hawaii, 1969

**Academic Experience:** Librarian Emerita, Project Director for Afghanistan Projects: Preserving and Creating Access to Unique Afghanistan Literature and the Afghanistan Digital Libraries, University of Arizona, 2010-Present  
 Consultant, Afghanistan Cultural Heritage Education Program, CMES, UA, current  
 Librarian, University of Arizona, 1985-2010  
 Technical Services Librarian and Assistant Professor of Anthropology and Ecology, Allen University, 1975-77

**Overseas Experience:** Afghanistan

**Language Proficiency:** Persian – 4, Dari – 4, Pashto – 2, Arabic – 1

**Specializations:** Afghanistan Higher Education, Digital Libraries in Afghanistan, Library and Information Science and US Government Information

**Distinctions:** Governing Board Member, Center for Middle Eastern Studies, UA, current; Fulbright Specialist Program, 2015-2020; Institutional Trustee, American Institute of Afghanistan Studies, current; University of Arizona Outstanding Achievement Award –The U.S.S. Arizona Bell, 2008-09, April 2009; National Endowment for Humanities (NEH) Grant, “Preserving and Creating Access to Unique Afghanistan Literature from the Jihad Period,” 2007-09; Afghan eQuality Alliances: 21<sup>st</sup> Century Digital Libraries for Afghanistan (initiative to set up an integrated library system), Washington State University/USID, 2005-09; Rebuilding the Information Infrastructure in Afghanistan: An Implementation Plan for an Electronic Agriculture Library for Kabul University, International Arid Lands Consortium/USAID, 2004-06

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of Recent Publications:** 1

“Professional Education for Afghan Faculty,” (with S. Bott, B. Jeffery, M. Hamraz, N. Odegaard), in *Pre-Prints of the 17<sup>th</sup> Triennial ICOM-CC Melbourne Conference*. (ed. B. Bridgeland). Electronic publication. 2014.

**REEVES EYRE, JODI***Coordinator (NTE), Afghanistan Cultural Heritage Education Program, Center for Middle Eastern Studies*

**Education:** Ph.D., Archaeology, University of Exeter, 2013  
 M.A., Experimental Archaeology, University of Exeter, 2008  
 B.A., Anthropology, Texas State University, 2007

**Academic Experience:** Coordinator, Afghanistan Cultural Heritage Education Program (ACHEP), CMES, UA, 2017-Present  
 Postdoctoral Research Associate, Office of Digital Innovation and Stewardship, UA Libraries, 2015-2016  
 Postdoc. Research Associate, School of Human Evolution & Social Change & ASU Libraries, ASU, 2013-2015  
 Co-Instructor, Society for American Archaeology, 2014-2015  
 Field School Supervisor, University of Exeter, 2008, 2011-2012  
 Teaching Assistant, University of Exeter, 2009-2011

**Overseas Experience:** United Kingdom, Italy, Denmark, Greece

**Language Proficiency:** German – 1, Spanish – 1

**Specializations:** Archaeology, Qualitative Research

**Distinctions:** Co-Director, Inst. for Humanities Research & Arizona State Libraries, 2014-2015; Postdoc Fellowship, Curation for the Sciences & Social Sciences, Council on Library & Information Resources, 2013; Organizer, History of Experimental Archaeology Conference, EXARC (Experimental Archaeology Collection) and HARN (Histories of Archaeology Research Network), Denmark, 2013; Organizer, HARN Conference, U Cambridge, 2011

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 2 **Select Courses:** Developed & co-teaches online courses on archaeology and trafficking in cultural objects for the CMES Afghanistan Cultural Heritage Education Program to university students in Afghanistan, 2016-Present (not UA credit)

**Number of Recent Publications:** 3

*A Splendid Torch: Learning and Teaching in Today's Academic Libraries*, (ed. with J. Caclachlan and C. Williford). Washington DC: Council on Library and Information Resources, 2017.

*Experiments Past. Histories of Experimental Archaeology*, (ed. with R. Paardekooper). Leiden: Sidestone Press, 2014.

**RELLY, JEANNINE E.***Associate Professor (T), School of Journalism*

**Education:** Ph.D., Public Administration, Arizona State University (ASU), 2008  
 M.A., Journalism, University of Arizona, 1991  
 B.S., Human Nutrition and Foods, Virginia Polytechnic Institute & State University (Virginia Tech), 1985

**Academic Experience:** Associate Professor, School of Journalism, University of Arizona, 2015-Present  
 Assistant Professor, School of Journalism, University of Arizona, 2009-2015  
 Assistant Professor of Practice, School of Journalism, The University of Arizona, 2004-2009  
 Assistant Director/Research Assistant, School of Journalism and Mass Communication, ASU, 2004-2005

**Overseas Experience:** Afghanistan, India, Iraq, Palestine

**Language Proficiency:** French – 2

**Specializations:** Gov't Info Policy & Press-state Relations, Democratic Institutions, Free Expression & Info Access in Countries in Conflict & Political Transition, Formal & Informal Institutions Related to Policy Issue of Public Corruption

**Distinctions:** Fulbright Scholar, India; PARC Media Development Center 2016 Travel Fellowship Award; *Equid Novi: African Journalism Studies* Award, Best Journalism Research Paper; 3<sup>rd</sup>-place paper award, Robert L. Stevenson Open Paper Competition (co-author), Int'l Communication Division, Assoc. for Education in Journalism & Mass Communication conference, 2013; UA Conflucenter Collaboration & Innovation Award (co-PI) 2013

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of MES courses (25%+):** 2 **Select Courses:** Media and Terrorism; Media Coverage of International Crises; Journalism Theory and Practice

**Dissertations and Theses Supervised Since Fall 2013:** 12

**Number of Recent Publications:** 15

"The enigma of news media development with multi-pronged 'capture': The Afghanistan case," (with M. Zanger), *Journalism: Theory, Practice & Criticism*, 18(10): 1233-1255. 2017.

"Democratic norms and forces of gatekeeping: A study of influences on Iraqi journalists' attitudes toward government information access," (with M. Zanger and S. Fahmy), *Journalism & Mass Communication Quarterly*, 92(2): 346-373. 2015.

"News media landscape in a fragile state: Professional ethics perceptions in a post-Ba'athist Iraq," (with M. Zanger and S. Fahmy), *Mass Communication and Society*, 18(4): 471-497. 2015.

**RIBAK, GIL***Assistant Professor (TE), Arizona Center for Judaic Studies*

**Education:** Ph.D., History, University of Wisconsin-Madison (UWM), 2007  
 M.A., History, Tel Aviv University, 1999  
 B.A., History, Tel Aviv University, 1996  
 B.A., Political Science, Tel Aviv University, 1996

**Academic Experience:** Assistant Professor, Arizona Center for Judaic Studies, University of Arizona, 2016-Present  
 Visiting Assistant Professor, Jewish Studies and History, Oberlin College, 2014-2016  
 Director, Institute on American Jewish-Israeli Relations, American Jewish University, Los Angeles, 2012-2014  
 Visiting Assistant Professor, Israel and Jewish Studies, American Jewish University, Los Angeles, 2012-2014  
 Schusterman Postdoctoral Fellow, Judaic Studies, University of Arizona, 2010-2012  
 Lewin Postdoctoral Fellow, Jewish, Islamic, & Near Eastern Languages & Cultures, Washington U., 2007-2008

**Overseas Experience:** Israel

**Language Proficiency:** Hebrew – 4, Arabic – 1, German – 3, Yiddish – 3.

**Specializations:** Jewish History and Civilization, Immigration History, Inter-ethnic and Interracial relations

**Distinctions:** Research Fellowship, New York Public Library, with Fordham Univ., 2018; George L. Mosse Advanced Dissertator Lectureship Award, UWM, 2005; George L. Mosse Wisconsin Distinguished Graduate Fellowship, UWM, 2002-2003; Fulbright Fellow, UWM, 2000-2002; Kenneth Kitting Fellowship, Tel Aviv University, 1996

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 3 **Select Courses:** History of the Jews: Modern Jewish History; Modern Israel; Jewish Philosophy; Modern Jewish Thought

**Number of Recent Publications:** 11

"'There was no Uncorrupt Israel': The Role of Israelis in Delegitimizing Jewish Collective Existence," in *Anti-Zionism, Antisemitism, and the Dynamics of Delegitimization*, (ed. Alvin H. Rosenfield). Bloomington: Indiana University Press. (Forthcoming 2018)



**ROMANO, IRENE BALD***Professor (T), School of Art and School of Anthropology*

**Education:** Ph.D., Comparative Cultural and Literary Studies, University of Arizona, 2006  
M.A., Media Arts, University of Arizona, 1997

**Academic Experience:** Professor of Art History, School of Art, University of Arizona, 2015-Present  
Professor, School of Anthropology, University of Arizona, 2015-Present  
Curator, Mediterranean Archaeology, Arizona State Museum, 2015-Present  
Affiliated Faculty, Department of Classics, University of Arizona, 2015-Present  
Affiliated Faculty, Religious Studies Program, University of Arizona, 2014-Present  
Deputy Director, Arizona State Museum, 2012-2015  
Research Professor, School of Art, University of Arizona, 2012-2015  
Research Social Scientist, School of Anthropology, University of Arizona, 2012-2015  
Executive Director USA, American School of Classical Studies at Athens, 2006-2012  
Various positions, University of Pennsylvania Museum of Archaeology and Anthropology, 1981-2004

**Overseas Experience:** Greece, Israel, Italy, Spain, Turkey

**Specializations:** Greek & Roman Sculpture & Cult Practices, Marble Provenience Studies, History of Museum Collections, Plundered Art, Ancient Art & Archaeology of the Mediterranean Region, Cultural Heritage Issues

**Distinctions:** Member, Center for Mediterranean Archaeology and the Environment, UA, current; SBSRI Faculty Small Grant, 2012, 2017; School of Art Faculty Prof. Dev. Endowment Award, 2017; Marcia & Oded Borowski Research Fellowship, W.F. Albright Institute of Archaeology, 2016; College of Fine Arts Faculty Small Grant, 2015, 2016; American Philosophical Society, Franklin Grant, 2016; Mellon 1984 Foundation Research Grants, 1989, 2004-05, 2005-06, 2015; AIA/Deutsches Archäologisches Institut Berlin Research Fellowship, 2015

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 0 **Select Courses:** Art as Plunder; Critical Issues for Museums; Ancient Mediterranean Collections of Arizona State Museum; Independent Study

**Dissertations and Theses Supervised Since Fall 2013:** 13

**Number of Recent Publications:** 19

"An Ancient Egyptian Senet Board in the Arizona State Museum," (with W.J. Tait, C. Bisulca, P.P. Creasman, and G. Hodgins) in *Zeitschrift für Ägyptische Sprache und Altertumskunde*. (Forthcoming 2018)

*Re-staging Greek Artworks in Roman Times*, (co-author & co-editor). Proceedings of the International Colloquium at the Scuola Normale Superiore, Pisa, April 3-4, 2014. Milano: LED Edizioni Universitarie. (Forthcoming)

**ROSENBLUM, MORT***Professor of Practice (NTE), School of Journalism*

**Education:** Post-Graduate Studies, School of International Affairs, Columbia University  
B.A., Journalism and Latin American Studies, University of Arizona

**Academic Experience:** Professor of Practice, School of Journalism, University of Arizona, current  
Chief International Correspondent, Associated Press, 1981-2004  
Executive Editor, International Herald Tribune, Paris, 1979-81  
Africa Correspondent, AP, Lagos, 1967-1970  
Visiting Professor, University of North Carolina, Chapel Hill/Sorbonne, Paris/Tufts University, Medford, MA

**Overseas Experience:** Lebanon, Israel, Iraq, Saudi Arabia, Kuwait, Jordan, Syria, Yemen, Egypt, Algeria, Morocco, Tunisia, Pakistan, Afghanistan, India, Turkey, Western Europe, Southeast/East Asia, Africa, Latin America

**Language Proficiency:** French – 4, Spanish – 4, Italian – 2, Portuguese – 1

**Specializations:** International Affairs, Global Issues in Journalism, Conflict Reporting, Environment, Oceans

**Distinctions:** Founding Editor, *Dispatches Quarterly*; Overseas Press Club Award, 1989, 2013; AP Managing Editors Annual Award, 1990, 2000, 2001; Harry Chapin Award, 2001; Mencken Award, 2000; Edward R. Murrow Fellow, Council of Foreign Relations, NY, 1976-77; Eight Pulitzer Prize Nominations; Chairman, UPI International Advisory Board; Board Member, International Press Institute

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Number of MES courses (25%+):** 1 **Select Courses:** Coups & Earthquakes: Reporting the World; Journalism Seminar

**Number of Recent Publications:** Numerous newspaper and magazine articles

"Troubled Waters," *Monocle*, 70(7): 35-39. 2014.

Regular Op-Ed and online contributions, New York Times, 2012-present

**SAATHOFF, STACY***Graduate Research Associate, Center for Middle Eastern Studies*

**Education:** Ph.D. student, Language, Reading and Culture, University of Arizona, current  
 M.A., Latin American Studies, University of Arizona, 2011  
 B.A., Middle Childhood/Early Adolescence Education and Bilingual Education, Mount Mary University, 2006

**Academic Experience:** Graduate Research Associate, Curriculum Internationalization Project, Center for Middle Eastern Studies, University of Arizona, 2015-Present  
 Graduate Teaching Associate, College of Education, University of Arizona, 2016-Present  
 Graduate Teaching Associate, College of Education, University of Arizona, 2012-2016

**Overseas Experience:** Mexico, Peru

**Language Proficiency:** Spanish – 3

**Number of MES courses (25%+):** 0 **Select Courses:** Teaching Elementary Social Studies in a Multicultural Society; Teaching Reading and Writing in Bilingual and Second Language Settings

**Number of Recent Publications:** 2

"Healing systematic fragmentation in education through multicultural education," *Multicultural Education Magazine*, 25(1): 2-8. 2017.

"Funds of knowledge and community cultural wealth: Exploring how pre-service teachers can work effectively with Mexican and Mexican American students," *Critical Questions in Education*, 6(1): 30-40. 2015.

**SANDERS, MIJA***Graduate Teaching Assistant, School of Middle Eastern & North African Studies*

**Education:** Ph.D. student, Middle Eastern & North African Studies, University of Arizona, current  
 M.A., Middle Eastern Studies & North African Studies, University of Arizona, 2012  
 B.A., International Studies: Middle East Studies, Portland State University, 2008

**Academic Experience:** Graduate Teaching Assistant, School of Middle Eastern & North African Studies, UA, 2012, 2014-2016  
 Student Evaluator, Critical Languages Program, American Councils, 2012  
 Resident Director, American Councils, 2010  
 Orientation Facilitator, Council on International Educational Exchange; Istanbul, Turkey, 2009

**Overseas Experience:** Turkey, Jordan

**Language Proficiency:** Turkish – 3, Arabic – 2, Kurmanji Kurdish – 1

**Specializations:** Middle East Studies, Anthropology, Migration, Anthropology of Violence, Anthropology of Rumor, Medical Anthropology, Feminist Theory, Syrian Refugees, Turkish Studies, Yezidi Studies

**Distinctions:** Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship, Izmir, Turkey, 2017-2018; Dr. Bonine Memorial Scholarship for Pre-Dissertation Research in Turkey, 2016; Foreign Language Area Studies (FLAS) Fellowship, 2012, 2015-2016; University of Arizona LGBT Institute Grant, 2011; American Research Institute in Turkey Fellowship, 2011; U.S. Department of State Internship, U.S. Embassy in Ankara, Turkey, 2009; National Security Education Program, 2007-2008

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 3 **Select Courses:** Middle Eastern Ethnic and Religious Minorities; Women in Middle Eastern Society; Middle Eastern Humanities

**Number of Recent Publications:** 1

"Narratives of Gender Transformation Practices for Transgender Women in Diyarbakir, Turkey," in *Abortion Pills, Test Tube Babies, and Sex Toys: Emerging Sexual and Reproductive Technologies in the Middle East and North Africa*, (ed. L.L. Wynn and A. Foster). Nashville: Vanderbilt University Press, 2017.

**SCHWEIG, ALEXANDER***Graduate Teaching Assistant, History*

**Education:** Ph. D. student, History, University of Arizona, current  
M.A., Near Eastern Studies, University of Arizona, 2012  
B.A., History, English, Oberlin College 1993

**Academic Experience:** Graduate Teaching Assistant, History, UA, 2011-Present  
Graduate Teaching Assistant, School of Middle Eastern & North African Studies, UA, 2007-2008

**Overseas Experience:** Turkey

**Language Proficiency:** Turkish – 3, Ottoman Turkish – 3, Persian – 2, Spanish – 2, German – 2

**Specializations:** Ottoman History, Social History of Technology, Modern Middle Eastern History

**Distinctions:** Institute of Turkish Studies, Dissertation Writing Grant, 2017-2018; Social and Behavioral Sciences Dissertation Completion Fellowship, 2017; John P. Rockefeller Award, Spring/Summer 2013-2014; William Hesketh Scholarship, 2014; Institute of Turkish Studies Summer Language Grant, 2012-2013; Critical Language Scholarship (CLS), Summer 2011; Foreign Language and Area Studies (FLAS) Fellowship, Summer 2008, Academic Year 2008-2009 (Turkish), Academic Year 2009-2010, Academic Year 2010-2011 (Persian)

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of MES courses (25%+):** 3 **Select Courses:** History of Muslim Societies II; The Environmental History of the Middle East; Ottoman Empire to 1800; World History, 1600-Present; World History to 1600

**Number of Recent Publications:** 1

Review of *Railroaders Without Borders: A History of the Railroad Development Corporation*, by H. Roger Grant. (Bloomington: Indiana University Press, 2015), H-Sci-Med-Tech. Online. 2016.

**SECKINGER, BEVERLY A.***Professor (T), School of Theatre, Film and Television*

**Education:** M.F.A., Radio-Television-Film, Temple University, 1991  
M.A., Anthropology, University of Arizona, 1987  
B.A., English and French, University of Wyoming, 1981

**Academic Experience:** Professor, Theatre, Film and Television, University of Arizona, 2008-Present  
Associate Director, Film and Television, University of Arizona, 2010-2011  
Interim Director, Media Arts, University of Arizona, 2008-2010  
Associate Head, Media Arts, University of Arizona, 2004-2008  
Associate Professor, Media Arts, University of Arizona, 1997-2008  
Assistant Professor, Media Arts, University of Arizona, 1991-1997  
Morocco Literacy Project, Literacy Research Center, University of Pennsylvania, 1985-87  
Peace Corps Volunteer, English Instructor, Morocco, 1981-83

**Overseas Experience:** Morocco, France

**Language Proficiency:** French – 3, Arabic – 3

**Specializations:** Documentary Media Production, Documentary Media Studies (History & Criticism), LGBT Media

**Distinctions:** Founding Director, Center for Documentary, UA, 2014-Present, she leads workshops at the center for Middle East studies students; Director, DocScapes Film Series, UA, 2014-Present; Innovation Farm Project Grant, Confluentcenter for Creative Inquiry, 2014; Godat Award, Wingspan Community Center, 2013; Artist Project Grant, AZ Commission on the Arts (ACA), 2008; Res. Fellowship, Hanson Film Inst., 2007; Best of AZ Award, Laramie Inside Out, AZ Int'l Film Festival, 2004; Media Arts Fellowship, ACA, 2002; Regional Coord., Devel. Education Project, Friends of Morocco, 1991-93; Consultant, USAID/Women in Development, 1993-94

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 0 **Select Courses:** History of Documentary; Documentary Production; Digital Filmmaking & Community Media Outreach; Independent Study

**Dissertations and Theses Supervised Since Fall 2013:** 1

**Number of Recent Publications:** 1

*Hippie Family Values*, documentary film, distributed by New Day Films, 2017.

**S'HIRI, SONIA**

*Associate Professor (T) and Middle East Language Programs Coordinator, School of Middle Eastern & North African Studies*

**Education:** Ph.D., Applied Linguistics, University of Edinburgh, U.K.  
M.Sc. Applied Linguistics, University of Edinburgh, U.K.  
B.A., English Literature and Linguistics, University of Tunis, Tunisia

**Academic Experience:** Academic Director, Arabic Flagship Program & Project GO at University of Arizona 2012-Present  
Senior Academic Director, Critical Language Scholarship Program, Department of State/CAORC, 2009-2012  
Arabic Program Coordinator, Department of Near Eastern Studies, University of California, Berkeley 2005-2009  
Academic Coordinator, Berkeley Language Center, University of California, Berkeley, 2002-2005

**Overseas Experience:** Tunisia, Egypt, Morocco, Jordan, Oman

**Language Proficiency:** Arabic – 4, French – 4, Spanish – 1

**Specializations:** Language Pedagogy, Second Language Acquisition, Language Study Abroad, CALL, Distance Learning

**Distinctions:** Governing Board Member, CMES, UA, current; Flagship Council of Directors Chair, 2016-17; “Access to Language Education Award,” CALICO, 2008, for designing online distance course *Arabic Without Walls* (2007); UC Berkeley’s “Faculty Award for Outstanding Mentorship of Graduate Student Instructors,” May 2007

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 7 **Select Courses:** Arabic Media (taught in Arabic; Intermediate, Advanced, and 4<sup>th</sup>-Year levels have been offered); Multimodal Literacy in Arabic (taught in Arabic); Critical Language Teaching: Methods in Pedagogy; Modern Standard Arabic (5<sup>th</sup>-Year); ME Language Pedagogy

**Dissertations and Theses Supervised Since Fall 2013:** 11

**Language Pedagogy Training:** Western Consortium Lang. Workshop, UA, 2016; Gave workshops to ~75 Arabic teachers, Morocco; 2-week workshop, Using Innovative Tech. for Adv. Lang. Learning to 33 faculty for 18 Flagship institutions, 2016; Defense Lang. Inst. Leadership on developing effective language programs in 2015

**Number of Recent Publications:** 5

“Arabic Diglossic Speaking without Mixing: Practices and Outcomes from a Beginning Level,” in *Arabic as One: Integrating Dialect in the Arabic Language Curriculum*, (ed. M. Al-Batal). Washington D.C.: Georgetown University Press, 2017.

**SHORT, KATHLEEN**

*Professor (T), Teaching, Learning, and Sociocultural Studies*

**Education:** Ph.D., Language Education, Indiana University, 1986  
M.A., Elementary Education, Ball State University, 1978  
B.A., Elementary Education, Goshen College, 1975

**Academic Experience:** Associate Professor, College of Education (COE), University of Arizona, 1993-1999  
Assistant Professor, College of Education, University of Arizona, 1989-1993  
Associate Professor, Language Arts, Goshen College, 1986-1989  
Assistant Professor, Language Arts, Goshen College, 1984-1985  
Postdoc Research Fellow, Children’s Literature, Ohio State University, 1985-1986  
Assistant Professor, Goshen College, 1980-1983

**Overseas Experience:** Turkey, Spain, Denmark, Czech Republic, Malta, Portugal, Romania, China, Vietnam, Switzerland, Slovenia

**Language Proficiency:** Spanish – 1

**Specializations:** Children’s Literature, Reading and Language Arts Methods, Educational Issues, Elementary Student Teaching

**Distinctions:** Outstanding Faculty Teaching & Mentoring Award, COE, 1996/2014; President/President Elect, Nat’l Council of Teachers of English (NCTE), 2014-2016; Celebrate Literacy Award, Tucson Area Reading Council, 2009, 2010, 2014; Caldecott Medal Award Committee, American Library Assoc., 2013-2014; Maria Urquides Laureate Award, COE, 2013; Outstanding Educator of the Lang. Arts, NCTE, 2011; Pres., U.S. Board of Books for Young People, 2010-2011; Board Member, Children’s Lit. Assembly, 2010-2013; Erasmus Circle Fellow Award, Erasmus Circle of COE, 2006; Extraordinary Faculty Award, AZ Alumni Assoc., 2003

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 1 **Select Courses:** Global Citizenship: Reading the World and the Word; Intercultural Understanding; Read the World: Children’s and Adolescent Literature

**Dissertations and Theses Supervised Since Fall 2013:** 10

**Number of Recent Publications:** 18

*Reframing Curriculum: Reading the World Through Literature*, (ed. with J. Schroeder). Stenhouse: Portland, ME, 2016.  
PR/Award # P015A180124

**SILVERSTEIN, BRIAN***Associate Professor (T), School of Anthropology*

**Education:** Ph.D., Anthropology, University of California, Berkeley, 2002  
 M.A., Anthropology, University of California, Berkeley, 1995  
 B.A., Ethnology, University of Strasbourg, 1993

**Academic Experience:** Inaugural Director, Arizona Center for Turkish Studies, University of Arizona, current  
 Associate Director for External Affairs, School of Anthropology, University of Arizona, current  
 Associate Professor, School of Anthropology, University of Arizona, 2011-Present  
 Assistant Professor, School of Anthropology, University of Arizona, 2005-2011  
 Visiting Scholar, Sabanci University, Istanbul, 2007-2008  
 Visiting Assistant Professor, Carnegie Mellon University, 2004-2005  
 Andrew Mellon Postdoctoral Fellow, University of California, Los Angeles, 2002-2004

**Overseas Experience:** Turkey, Iran, Balkans, Central Asia, Mediterranean, Syria, Lebanon, Afghanistan, UK, France

**Language Proficiency:** Turkish – 4, French – 4, Arabic – 1, Persian – 1, Russian – 1, German – 1

**Specializations:** Political Culture in Turkey, Institutional Reform, Religion & Modernity in Turkey, Islam in Europe, Balkans

**Distinctions:** Ed. Board, IJMES, 2017-Present; UA SBSRI Faculty Small Grant Award, 2016; Hon. Mention, Outstanding Mentor of Grad Students, UA Grad & Professional Student Council, 2015; Board member, OTSA, 2012-2015; ITS Sabbatical Grant, 2012; ARIT, NEH research grant 2012; Fulbright-Hays Fellow, Turkey, 2007-08

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of MES courses (25%+):** 2 **Select Courses:** Anthropology of Religion; Culture and Power: Neoliberalism and After; Anthropology of Modernity

**Dissertations and Theses Supervised Since Fall 2013:** 28

**Number of Recent Publications:** 3

“Modernity,” in *Oxford Bibliographies in Anthropology*, (ed. J. Jackson). New York: Oxford University Press, 2017

**SIMMONS, WILLIAM***Professor (T), Gender and Women's Studies and Honors Interdisciplinary Faculty*

**Education:** Ph.D., Political Science, Louisiana State University, 1996  
 M.A., Political Science, Louisiana State University, 1992  
 B.A., Political Science and Psychology, University of Wisconsin, Milwaukee, 1988

**Academic Experience:** Professor, Gender and Women's Studies, University of Arizona, current  
 Associate Professor, Arizona State University, 2008-2012  
 Founding Director, MA Program in Social Justice and Human Rights, Arizona State University, 2007-2012  
 Assistant Professor, Arizona State University, 2002-2008

**Overseas Experience:** Niger, Nigeria, Gambia, Senegal

**Specializations:** Theoretical, legal, and empirical analyses of social justice and human rights issues informed by recent philosophies of the Other, especially the writings of Emmanuel Levinas, Enrique Dussel and Gayatri Spivak

**Distinctions:** Mary Bernard Aguirre Professorship, Women's Student Advisory Council and Gender & Women's Studies, Spring 2015; Social and Behavioral Sciences Undergraduate Teaching Awards, College of Social and Behavioral Sciences, Spring 2015

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Number of MES courses (25%+):** 1 **Select Courses:** Human Rights Voices; Ethnicities and Conflicts; Special Topics Women Studies; Advancing Human Rights

**Number of Dissertations and Theses Supervised Since Fall 2013:** 7

**Number of Recent Publications:** 15

*Joyful Human Rights*. Philadelphia: The University of Pennsylvania Press. (Forthcoming)

“The Human Right to Dignity and Commodification of Prisoners,” (with Leonard Hammer) in *Privatization, Vulnerability, and Social Responsibility: A Comparative Perspective*, (ed. Martha Fineman, et al.). New York: Routledge, 249-271. 2017.

“Privatization of Prisons in Israel and Beyond: A Per Se Violation of the Human Right to Dignity,” (with Leonard Hammer), *Santa Clara Journal of International Law*, 13(2): 487-515. 2015.

“Violence and Vulnerability of Migrants in Drop Houses in Arizona: The Predictable Outcome of a Chain Reaction of Violence,” (with Simmons, et al.), *Violence Against Women*, 21(5): 551-570. 2015.

*Binational Human Rights: The U.S.-Mexico Experience*. (ed. with Carol Mueller). The University of Pennsylvania Press, 2014.

**SINCLAIR, CHRISTIAN***(Former) Assistant Director (NTE), Center for Middle Eastern Studies*

**Education:** Ph.D., Kurdish Studies, University of Exeter, United Kingdom  
 M.A., International Education, SIT Graduate Institute  
 Dpl., Hispanic Studies, Universidad Complutense de Madrid, Spain

**Academic Experience:** Assistant Director, Center for Middle Eastern Studies, University of Arizona 2007-2016  
 Director, Department of Defense Project Global Officer Program, Center for Middle Eastern Studies, University of Arizona, 2012-2016  
 Director, Arizona in Jordan, University of Arizona, 2012-2014  
 Director, Middle Eastern Studies World Learning, 2006-2007

**Overseas Experience:** Syria, Tunisia, Egypt, Jordan, Oman, UAE, Turkey, Israel

**Language Proficiency:** Arabic – 3, Kurdish – 2, French – 3, Spanish – 4, German – 2

**Specializations:** Kurdish Studies, Language and Identity, ME Study Abroad Program Development

**Distinctions:** President of the Kurdish Studies Association, October 2013-2016; Middle East Advisory Council, Institute for Study Abroad, 2010; Iraqi Youth Leadership Exchange Program, Grant through U.S. Department of State, 2008-2009; International Service Award, University of Arizona, 2008

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 4 **Select Courses:** Human Rights, Democracy and Dictatorship in the Middle East and North Africa; Ethnography of the Middle East; Human Rights in the Middle East; Music, Politics, and Resistance in the Middle East

**Language Pedagogy Training:** Western Consortium Language Workshop, University of Arizona, 2016

**Number of Recent Publications:** 1

“Media freedoms and covert diplomacy: Turkey challenges Europe over Kurdish broadcasts,” (with Kevin Smets), *Journal of Global Media and Communication*, 10(3): 319-331. 2014.

**SKINNER, MARILYN B.***Limited Term Adjunct Instructor (NTE), Religious Studies and Classics*

**Education:** Ph.D., Classics, Stanford University, 1977  
 M.A., Latin, University of California, Berkeley, 1964  
 B.A., English, Seattle University, 1961

**Academic Experience:** Limited Term Adjunct Instructor, Religious Studies and Classics, University of Arizona, current  
 Professor Emerita of Classics, University of Arizona, 2011-Present  
 Professor of Classics, University of Arizona, 1991-2011

**Overseas Experience:** Italy

**Language Proficiency:** Latin – 4, Ancient Greek – 4, German – 2, Italian – 2, Spanish – 2, French – 1

**Specializations:** Latin Poetry; Women and Gender in Antiquity

**Distinctions:** National Endowment for the Humanities Fellowship for College Teachers, 1982-1983; Whiting Foundation Dissertation Fellowship, 1975-1976

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 1 **Select Courses:** Women and Gender in Antiquity

**Dissertations and Theses Supervised Since Fall 2013:** 2

**Number of Recent Publications:** 1

“A Review of Scholarship on Catullus 1985-2015,” *Lustrum* 57: 91-360. 2015.

**SLACK, DONALD C.***Professor (T), Agricultural and Biosystems Engineering*

**Education:** Ph.D., Agricultural Engineering and Math Statistics, University of Kentucky, 1975  
M.S., Agricultural Engineering, University of Kentucky, 1969  
B.S., Agricultural Engineering, University of Wyoming, 1965

**Academic Experience:** Professor, Agricultural and Biosystems Engineering, University of Arizona, 1991-Present  
Professor, Watershed Management and Eco-Hydrology, 2006-Present  
Professor, Arid Lands Resource Sciences (GIDP), 1985-Present  
Department Head, Agricultural and Biosystems Engineering, University of Arizona, 1991-2009  
Professor, Agricultural Engineering, University of Arizona, 1984-1991  
Assistant to Associate Professor, Agricultural Engineering, 1975-1984

**Overseas Experience:** South and Southeast Asia, the Middle East, North Africa, Central Africa, and Latin America

**Specializations:** Arid lands and irrigation technology (Middle East)

**Distinctions:** Board of Directors, International Dryland Development Commission, Cairo, Egypt, 2016-Present; Cecil H. Miller, Jr. and Cecil H. Miller, Sr. Families Dean's Chair for Excellence, Agricultural and Biosystems Engineering, University of Arizona, 2006-Present; Outstanding Administrator, College of Agriculture and Life Sciences, University of Arizona, 2005 and 2013; Kishida International Award for International Professional Activities, American Society of Agricultural and Biological Engineers, 2011; Honorary Doctorate Agriculture Engineering, Khon Kaen University, Khon Kaen, Thailand, 2010

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 0 **Select Courses:** Agricultural & Biosystems Engineering; Watershed Engineering; Soil & Water Resources Engineering; Independent Study

**Dissertations and Theses Supervised Since Fall 2013:** 17

**Number of Recent Publications:** 6

"Evaluation of the Water Footprint of Sugarcane in Eastern Thailand," (with K. Caibandit and S. Konyai), *Engineering Journal*, 21(5): 193-201. 2017.

"Subsurface Drip Irrigation: A Technology for Safer Irrigation of Vegetable Crops," (with R. Reyes Esteves, et al.), *Engineering and Applied Science Research*, 44(2): 111-114. 2017.

"The Water Use of Sweet Sorghum and Development of Crop Coefficients," (with T. Martinez-Cruz, et al.), *Irrigation and Drainage*, 64(1): 93-104. 2015.

"A Decision Support System for Rainfed Agricultural Areas of Mexico," (with I. Sanchez Cohen, et al.), *Computers and Electronics in Agriculture*, 114(4): 178-188. 2015.

**SNYDER, KATHERINE***Associate Professor (T), School of Geography and Development*

**Education:** Ph.D., Anthropology, Yale University, 1993  
M.Phil., Anthropology, Yale University, 1986  
B.A., Sociology, Smith College, 1983

**Academic Experience:** Associate Professor, School of Geography and Development, University of Arizona, 2016-Present  
Director, Master's Program in Development Practice, School of Geography and Development, UA, 2016-Present  
Associate Professor, Queens College, New York, 1996-2006

**Overseas Experience:** Tanzania, Kenya, Malawi, Ethiopia, Ghana

**Specializations:** Governance, Political Economy of Agricultural Development and Natural Resource Management, Gender and Social Change

**Distinctions:** American Historical Association, Tuning Project, 2015; Van Courtlandt Elliot Prize, Medieval Academy of America, 2013; "Favorite Professor," College of Social and Behavioral Sciences, 2009; Ambassador Kazimierz Dzienanowski Memorial Award, Polish Institute of Arts & Sciences of America (PIASA) and the Embassy of the Republic of Poland in Washington, DC, 2008

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 1 **Select Courses:** Global Human Rights; Methods in Development Practice

**Number of Recent Publications:** 6

"The yield gap: closing the gap by widening the approach," (with S. Miththapal, et al.), *Experimental Agriculture*, 53(3): 445-459. 2016.

"Thinking outside the plot: addressing low adoption of sustainable land management in Sub-Saharan Africa," (with Justine Cordingley, et al.), *Current Opinion in Environmental Sustainability*, 15(1): 35-40. 2015.

**SOLMAZ, OSMAN***Graduate Teaching Assistant, Center for Middle Eastern Studies*

**Education:** Ph.D., Second Language Acquisition and Teaching (SLAT), University of Arizona, 2015  
 M.A., Second Language Acquisition and Teaching, University of Arizona, 2014  
 M.A., Applied Linguistics, Dicle University, Turkey, 2011  
 B.A., English Language Teaching, Dicle University, Turkey, 2008

**Academic Experience:** Graduate Teaching Assistant, Center for Middle Eastern Studies, University of Arizona, 2014-2015  
 Director of Bologna Higher Education Adjustment Process, Department of Foreign Language Teaching, Dicle University, 2009-2012  
 Lecturer, Department of English Language Teaching, Dicle University, 2009-2012

**Overseas Experience:** Turkey

**Language Proficiency:** Turkish – 4, English – 4, Kurdish – 4, Spanish – 2, German – 1

**Specializations:** SLAT, Use of Technology in Education, Applied Linguistics, Sociolinguistics, Language Socialization

**Distinctions:** Fulbright Scholarship, 2012

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 0 **Select Courses:** Turkish (Advanced) – Developed the online advanced Turkish course

**Language Pedagogy Training:** PhD in Second Language Acquisition and Teaching, 2015; National Council of Less Commonly Taught Languages, Virginia, 2014; Master of Thesis in Applied Linguistics, 2009-2011

**Number of Recent Publications:** 1

“The autonomous learning activities of pre-service language teachers and Internet,” (with N. Bekleyen), *Energy Education Science and Technology Part B: Social and Educational Studies*, 5(1): 235-246. 2013.

“Computer Assisted Turkish Learning by Using Internet Technologies,” in *Proceedings of Sabanci University International Conference on Foreign Language Education*, 2007.

**SOLTERO, CRYSTAL***Associate Professor of Practice (NTE) and Director, Teaching Learning and Sociocultural Studies*

**Education:** Ph.D., Teaching and Teacher Education, University of Arizona, 2007  
 M.Ed., Teaching and Teacher Education, University of Arizona, 1995  
 B.A., Secondary Social Studies Education, Bethel College, 1986

**Academic Experience:** Director, Literacy, Learning and Leadership Major, 2012-Present  
 Director, Adolescents, Community and Education Minor, 2010-Present  
 Associate Professor of Practice, Teaching Learning and Sociocultural Studies, UA, 2015-Present  
 Assistant Professor of Practice, Teaching, Learning and Sociocultural Studies, UA, 2008-2014  
 Instructional Faculty, Pima Community College, 2007-2008  
 Graduate Assistant, Teaching Learning and Sociocultural Studies, UA, 2003-2007  
 Teacher, Social Studies, Amphitheater High School, 1988-1998  
 Teacher, Social Studies, Chaska High School, 1987-1988

**Specializations:** Social Studies, Teacher/Student Relationships, Development of an Ethnic of ‘Care’ in Diverse Classrooms

**Distinctions:** Faculty Consultant, College of Education/Center for Middle Eastern Studies/Latin American Studies Curriculum Internationalization Project, 2015-2017; James Madison Fellow, 1992-Present; Faculty Fellow for Student Affairs, 2015-Present; Member, UA Professional Preparation Board, 2008-Present; Board Member, Arizona Council for the Social Studies, 2010-Present; Member, Holocaust Education Taskforce (Jewish Federation of Southern Arizona), 2009-Present; Board Member, Make Way for Books, 2016-Present

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 0 **Select Courses:** Classroom Processes and Instruction; Teaching Elementary School Social Studies in a Multicultural Society; Schooling in America



**SPELLMAN, RENEE**

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*Graduate Outreach Assistant, Center for Middle Eastern Studies*

**Education:** Ph.D. student, Middle Eastern and North African Studies, University of Arizona, current  
M.A., Islamic and Middle Eastern Studies, Hebrew University of Jerusalem, 2009  
B.A., Psychology, Gordon College, 2006

**Academic Experience:** Graduate Outreach Assistant, Center for Middle Eastern Studies, University of Arizona, 2017-Present  
Lecturer, English, Bethlehem University, Bethlehem, West Bank  
Lecturer, English, Al-Quds Bard College, Abu Dis, West Bank  
Lecturer, Arabic, Al-Quds Bard College, Abu Dis, West Bank  
Program Coordinator, West Bank, al-Ahliya University

**Overseas Experience:** Jerusalem, West Bank

**Language Proficiency:** Arabic – 4, Hebrew – 2

**Specializations:** Arabic Sociolinguistics, Middle Eastern Minorities, Anthropology

**Distinctions:** Middle East and North Africa Graduate Student Organization Liaison to the Center for Middle Eastern Studies, UA, 2017-2018

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Language Pedagogy Training:** Cambridge Certificate for English Language Teaching to Adults (CELTA), 2013

**STAEHELI, LYNN**

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*Director and Professor (T), School of Geography and Development*

**Education:** Ph.D., Geography, University of Washington, 1989  
M.A., Geography, Pennsylvania State University, 1983  
B.A., Geography, University of Washington, 1980

**Academic Experience:** Director, School of Geography and Development, University of Arizona, 2015-Present  
Professor, Department of Geography, Durham University, Durham, United Kingdom, 2010-2015

**Overseas Experience:** United Kingdom, Lebanon, South Africa, Bosnia-Herzegovina

**Specializations:** Geography

**Distinctions:** European Research Council Advanced Grant, 2012-2017; Rockefeller Foundation Fellowship, Bellagio Research and Study Center, 2006; Julian Minghi Award for Outstanding Research in Political Geography, Association of American Geographers, 2005

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Number of MES courses (25%+):** 0 **Select Courses:** Honors Thesis; Urban Geography; Political Geography

**Number of Dissertation and Theses Supervised:** 9

**Number of Recent Publications:** 16

“Narrating Palimpsestic Spaces,” (with D. Marshall, D Smaira, and K. Kastrisianakis), *Environment and Planning A: Economy and Space*, 45(5): 1163-1180. 2017.

“Nature, Environmentalism, and the Politics of Citizenship in Post-Civil War Lebanon,” (with C. Nagel), *Cultural Geographies*, 23(2): 247-263. 2016.

“International Donors, NGOs and the Politics of Youth Citizenship in Contemporary Lebanon,” (with C. Nagel), *Geopolitics*, 20: 223-247. 2015.

**STINER, MARY C.**

*Regents' Professor (T), School of Anthropology; Curator of Zooarchaeology, Arizona State Museum*

**Education:** Ph.D., Anthropology, University of New Mexico, 1990  
M.A., Anthropology, University of New Mexico, 1983  
B.F.A., Fine Arts, University of Delaware, 1980  
B.A., Anthropology, University of Delaware, 1980

**Academic Experience:** Regent's Professor, School of Anthropology, University of Arizona (UA), 2014-Present  
Professor, School of Anthropology, University of Arizona, 2006-2014  
Curator of Archaeology, Arizona State Museum, University of Arizona, 2006-Present  
Associate Curator of Archaeology, Arizona State Museum, University of Arizona, 2001-2006  
Associate Professor, School of Anthropology, University of Arizona, 2000-2006  
Assistant Professor, School of Anthropology, University of Arizona, 1994-2000  
Assistant Professor, Department of Sociology and Anthropology, Loyola University, Chicago, 1993-94  
Adjunct Assistant Professor, University of New Mexico, 1990-92

**Overseas Experience:** Israel, Turkey, Italy, Greece, Mediterranean Basin

**Language Proficiency:** Italian – 2, Spanish – 1

**Specializations:** Paleolithic Archaeology, Hunter-Gatherers in Ancient Mediterranean, Human Evolution and Paleoecology

**Distinctions:** "Domestic-Selective" Environment of the Forager-Herder Tradition, Aşıklı Höyük, Turkey, NSF Award, 2014; Regents' Professor, UA, 2014; Magellan Circle Earl H. Carroll Fellow, Social & Behavioral Sciences, UA, 2008; Grad & Professional Education Teaching & Mentoring Award, Grad College, UA; NSF Career Grant, 1995-2002; Society for American Archaeology, Scholarly Book Award, *Honor Among Thieves*, 1996

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of MES courses (25%+):** 1 **Select Courses:** Old World Prehistory, Part II; Zooarchaeology and Taphonomy: Lab; Ecological Anthropology; Origins of Human Diversity

**Dissertations and Theses Supervised Since Fall 2013:** 21

**Number of Recent Publications:** 21

"Urinating in the Neolithic: Geochemical evidence for early animal management in Turkey," (with J. Abell, et al.), *PNAS*. (Forthcoming)

"The Emergence of Animal Management in the Southern Levant," (with N.D. Munro, et al.), *Nature Reports*. (Forthcoming)

"The Middle Paleolithic occupations of Üçağızlı II Cave (Hatay, Turkey)," (with Baykara, et al.), *Journal of Archaeological Science Reports*, 4(1): 409-426. 2015.

**STURMAN, JANET L.**

*Associate Dean, Graduate College; Professor (T), School of Music*

**Education:** Ph.D., Music-Ethnomusicology, Columbia University, 1987  
M.A., Music, Hunter College, City University of New York, 1981  
B.M., Music, Wittenberg University, 1978

**Academic Experience:** Associate Dean, Graduate College, University of Arizona (UA), 2014-Present  
Professor, Music, Coordinator of Studies in Ethnomusicology, University of Arizona, 2008-Present  
Associate Professor, Music, University of Arizona, 2001-08  
Interim Associate Director, University of Arizona School of Music and Dance 2002-04  
Assistant Professor, Music, University of Arizona, 1995-2001

**Overseas Experience:** France, England, Colombia, Cuba, Mexico, S. Africa, Thailand, Costa Rica, Nicaragua, Finland, Russia, Sweden

**Language Proficiency:** Spanish – 3, French – 2, German – 2, Hebrew – 1

**Specializations:** Middle Eastern and North African Musical Traditions, Islamic Perspectives on Musical Practice

**Distinctions:** Putnam Award, Excellence in Teaching, 2009; Board of Directors, Society for Ethnomusicology; Board of Directors, College Music Society; Key Personnel Merit Award for Excellence, College of Fine Arts, UA, 2004

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 3 **Select Courses:** Ethnomusicology; Arab & Asian Music; Music of World Cultures; Music and the Balkans & Ottoman Ecumene

**Dissertations and Theses Supervised Since Fall 2013:** 1

**Number of Recent Publications:** 9

*The SAGE International Encyclopedia of Music and Culture*, (Ed. Janet Sturman), SAGE. (Forthcoming 2019)

"Introduction: A Legacy of Honor and Risk in Jewish Music," in *The Jewish Experience in Classical Music: Shostakovich and Asia*, xiii-xxiv (ed. Alexander Tentser). Newcastle upon Tyne: Cambridge Scholars Publishing, 2014.  
PR/Award # P015A180124

**SUSSER, ASHER***Visiting Professor (T at home institution), Arizona Center for Judaic Studies***Education:** Ph.D., Middle Eastern History, Tel Aviv University, Israel, 1986

**Academic Experience:** Visiting Professor, Arizona Center for Judaic Studies, University of Arizona, 2010-2011, 2014-2017  
 Professor and Senior Research Fellow, Moshe Dayan Center for Middle Eastern Studies, Tel Aviv Univ., 2017  
 Senior Fellow, Crown Center for Middle East Studies, Brandeis University, 2009-2010  
 Visiting Professor, Washington Institute for Near East Policy, 1987, 1996-1997  
 Director, The Moshe Dayan Center for Middle Eastern and African Studies, Tel Aviv University, 1989-1995, 2001-2007  
 Visiting Professor, University of Chicago, 1990  
 Visiting Professor, Cornell University, 1986-87

**Overseas Experience:** Israel**Language Proficiency:** Hebrew – 4**Specializations:** Modern Israel**Distinctions:** Fulbright Fellow, Tel Aviv Univ.; Stanley & Illean Gold Senior Fellow, Moshe Dayan Center for Middle Eastern Studies, Tel Aviv Univ.; Faculty of Humanities Outstanding Teacher's Award, Tel Aviv Univ., 2006**Percentage of Time Dedicated to Area Studies:** 100%**Number of MES courses (25%+):** 3 **Select Courses:** Modern Israel; Historiography: The Annals of the Arab-Israeli Conflict; Independent Study**Number of Recent Publications:** 5"Israel's Place in a Changing Regional Order (1948-2013)," *Israel Studies* 19(2): 218-238. Summer 2014.**TALATTOF, KAMRAN***Professor (T), School of Middle Eastern & North African Studies; Roshan Institute Endowed Chair, Roshan Graduate Interdisciplinary Program in Persian & Iranian Studies***Education:** Ph.D., Near Eastern Studies, Department of Near Eastern Studies, University of Michigan, 1996  
 M.A., Comparative Literature, Program in Comparative Literature, The University of Michigan, 1994  
 M.S., Education, Minors in Sociology and Political Science, Texas A & I (Presently A & M) University, 1978  
 B.A., Public Administration, College of Law and Public Administration, University of Tehran, Iran, 1976

**Academic Experience:** Professor, School of Middle Eastern & North African Studies, University of Arizona, 2006-Present  
 Roshan Institute Endowed Chair, Roshan Graduate Interdisciplinary Program in Persian & Iranian Studies, 2016-Present  
 Founding Director, Roshan Graduate Interdisciplinary Program in Persian & Iranian Studies, University of Arizona, 2017-Present  
 Affiliated Faculty, Gender & Women's Studies (GWS), University of Arizona, Spring 2010-Present  
 Affiliated Faculty, Second Language Acquisition and Teaching (SLAT), UA, Spring 2005-Present

**Overseas Experience:** Iran, Tajikistan, France, England, Turkey, Canada**Language Proficiency:** English – 4, Persian – 4, French – 3, Arabic – 2**Specializations:** Persian Language and Literature, Middle Eastern Cultures**Distinctions:** Director, Roshan Graduate Interdisciplinary Program in Persian and Iranian Studies, University of Arizona, 2017-Present; Roshan Institute Endowed Chair in Persian and Iranian Studies, 2016; Advisor, Iranian Students' Cultural Association in Tucson, current; Advisor, Persian Club, UA, current; Book Award Nomination for Book of the Year, Islamic Republic of Iran, 2016**Percentage of Time Dedicated to Area Studies:** 100%**Number of MES courses (25%+):** 14 **Select Courses:** Persian World; Islamic Movements in the Contemporary Muslim World; Gender Issues & Women's Literature in the Middle East; Iranian Cinema, Gender Issues, and Social Change; Persian (Elementary, Intermediate, Advanced, 4<sup>th</sup>-Year); Classical Persian Literature; Persian Novel; Senior Capstone**Dissertations and Theses Supervised Since Fall 2013:** 19**Language Pedagogy Training:** Self-Training in Developing Learning Objects, Video Learning Object, Captions, and Subtitles**Number of Recent Publications:** 15*Routledge Handbook of Persian Literature*. London: Routledge. (Forthcoming 2019)"On The World of Persian Literary Humanism with Bibliography and Notes," in *Norton Anthology of Theory and Criticism*, 3<sup>rd</sup> edition (ed. Vincent B. Leitch, et al.). W.W. Norton & Company, Inc., 2018.*Persian Language, Literature and Culture: New Leaves, Fresh Looks*, (ed.). London: Routledge, 2015.  
 PR/Award # P015A180124

**TARANTINI, LARA***Graduate Teaching Assistant, School of Middle Eastern & North African Studies*

**Education:** Ph.D. student, Middle Eastern and North African Studies, University of Arizona, current  
 M.A. student, Middle Eastern and North African Studies, University of Arizona, current  
 M.A., Middle Eastern and North African Language and Culture, University of Bologna, 2013  
 B.A., Middle Eastern and North African History and Culture, University of Bologna, 2009

**Academic Experience:** Graduate Teaching Assistant, School of Middle Eastern and North African Studies, University of Arizona, 2013-Present

**Language Proficiency:** Italian – 4, English – 4, French – 2, Spanish – 2, Arabic – 2, Turkish – 1

**Specializations:** Islamic Geopolitics

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of MES courses (25%+):** 2 **Select Courses:** Islamic Civilizations: Traditional and Modern Middle East; The Religion of Islam

**TITCOMB, ALLISON***Evaluator (NTE), Center for Middle Eastern Studies*

**Education:** Ph.D., Educational Psychology, University of Arizona, 1996  
 B.A., Ecology and Evolutionary Biology, University of Arizona, 1985

**Academic Experience:** Evaluator, Center for Middle Eastern Studies, University of Arizona, 2017-Present  
 Evaluator, various departments, University of Arizona, 2009-Present  
 Adjunct Faculty, University of Arizona, 2007-2018  
 Assistant to the Director, University of Arizona, 2009-2010  
 Director, University Learning Center, University of Arizona, 2008-2009  
 Coordinator, University of Arizona Honors College, 1988-1992

**Overseas Experience:** China, Mexico

**Language Proficiency:** Spanish – 1

**Specializations:** Research, Program Evaluation, Research Methodology, Facilitation, Coaching

**Distinctions:** Board member, UA Honors College Alumni Club, current; Board member, Arizona Evaluation Network, current; Co-Chair, Local Affiliate Collaborative

**Percentage of Time Dedicated to Area Studies:**

**Number of MES courses (25%+):** 0 **Select Courses:** Leadership, Advocacy and Building Community

**Number of Recent Publications:** 1

“The Emerging Role of Self-Perception in Student Intentions,” (with Jennifer Dempsey, et al.), in *SIGCSE '15: Proceedings of the 46<sup>th</sup> ACM Technical Symposium on Computer Science Education*. Kansas City, MO, 108-113. 2015.

**TOUCHAN, RAMZI***Research Professor (NTE), Laboratory of Tree-Ring Research*

**Education:** Ph.D., Watershed Management, University of Arizona, 1991  
 M.Sc., Watershed Management, University of Arizona, 1986  
 B.Sc., Agricultural Engineering, University of Aleppo, Syria, 1977

**Academic Experience:** Research Professor, Laboratory of Tree-Ring Research, University of Arizona, current  
 Associate Research Professor, Laboratory of Tree-Ring Research, University of Arizona, 2004  
 Joint Associate Professor, School of Renewable Natural Resources, University of Arizona, 2004  
 Senior Research Specialist, Laboratory of Tree-Ring Research, 1997-2004

**Overseas Experience:** Turkey, Syria, Lebanon, Jordan, Morocco, Algeria, Tunisia, Cyprus, Greece, Spain, Italy, Russia

**Language Proficiency:** Arabic – 4

**Specializations:** Watershed Management, Climate Variability in Semi-Arid Regions, Forestry

**Distinctions:** Governing Board Member, Center for Middle Eastern Studies, UA, current; Science Editor's Choice and AGU Journal Highlight Award, 2008; Organizer, Int'l Training Course in Application of Tree Rings, 2004, 2008, 2011, 2012, 2013, 2014; Member, Tree Ring Society, 2003-Present; Five NSF funded Projects for Eastern Mediterranean and North Africa, 1998-2014; Research Medal of Honor, Minister of Agriculture, Jordan, 1999

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Number of MES courses (25%+):** 0 **Select Courses:** Topics in Dendrochronology; Practical Dendroclimatology; Global and Regional Climatology

**Number of Dissertation and Theses Supervised:** 3

**Number of Recent Publications:** 18

"Tree growth and vegetation activity at the ecosystem-scale in the eastern Mediterranean," (with B. Coulthard, et al.), *Environmental Research Letters*, 12(8): 084008. 2017.

"Quarantining the Sahara Desert: Growth and Water-use Efficiency of Aleppo Pine in the Algerian Green Barrier," (with Z. Choury, et al.), *European Journal of Forest Research*, 136(1): 139-152. 2017.

"Elevation-Layered Dendroclimatic Signal in Eastern Mediterranean Tree Rings," (with V. Shisov, et al.), *Environmental Research Letters*, 11(4): 044020. 2016.

"Dendroclimatology and Wheat Production in Algeria," (with D. Kherchouche, et al.), *Journal of Arid Environment*, 124: 102-110. 2016.

**TRIADAN, DANIELA***Professor (T), School of Anthropology*

**Education:** Ph.D., American Archaeology and Anthropology, Freie Universität Berlin, Germany, 1995  
 M.A., American Archaeology and Anthropology, Freie Universität Berlin, Germany, 1989  
 B. A., American Archaeology and Anthropology, Freie Universität Berlin, Germany, 1985

**Academic Experience:** Professor, School of Anthropology, University of Arizona, 2015-Present  
 Associate Professor, School of Anthropology, University of Arizona, 2007-2015  
 Assistant Professor, School of Anthropology, University of Arizona, 2001-2007  
 Research Associate, Anthropology, National Museum of Natural History, Smithsonian Institution, 2004-Present  
 Research Archaeologist, Smithsonian Center for Materials Research & Education, Smithsonian Inst., 2000-2001  
 Research Collaborator, Smithsonian Center for Materials Research and Education, Smithsonian Inst., 1996-2004

**Overseas Experience:** Germany, Mexico, Guatemala, Belize

**Language Proficiency:** German – 4, English – 4, Spanish – 2, Italian – 2, French – 2, Nahuatl – 2

**Specializations:** Prehistory Social and Economic Organization, Development of Complex Societies, Ceramic Technology

**Distinctions:** Co-Director, Middle Usumacinta River Archaeological Project, 2017-Present; Co-Director, Ceibal-Petexbatun Archaeological Project, 2006-Present; Four Research Grants, Alphawood Foundation, 2012-2017; Women in Science & Engineering University Excellence in STEMM Diversity Award, UA, 2015; Collaborative Research Grant, NEH, 2010-2012; Membro Correspondiente, Academia de Geografía e Historia de Guatemala, 2015; Four Research Grants, NSF, 2000-2011; Research Grants, National Geographic Society, 1997-1999, 2006-2008;

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 1 **Select Courses:** Ancient Civilizations; World Archaeology; Patterns in Prehistory; Ceramic Analysis; Archaeology

**Dissertations and Theses Supervised Since Fall 2013:** 4

**Number of Recent Publications:** 13

"Early Maya Ritual Practices and Craft Production: Later Middle Preclassic Ritual Deposits Containing Obsidian Artifacts at Ceibal, Guatemala," (with K. Aoyama, et al.), *Journal of Field Archaeology*, 42(5): 408-422. 2017.

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**TÜRKER, AHMET TOLGA***Limited Term Adjunct Instructor (NTE), School of Government & Public Policy*

**Education:** Ph.D., Political Science and International Relations, University of Cincinnati, 2008  
 M.A., Political Science, Eastern Illinois University, 2000  
 B.A., Political Science and Public Administration, Bilkent University, Ankara, Turkey, 1998

**Academic Experience:** Limited Term Adjunct Instructor, School of Government & Public Policy, University of Arizona, 2017-Present  
 Associate Professor, Political Science & Public Administration, Istanbul Arel Univ., Turkey, 2014-2015  
 Assistant Professor, Political Science and Public Administration (Chair), Istanbul Arel Univ., 2012-2014  
 Assistant Professor, Department of International Relations, Istanbul Arel University, Turkey, 2010-2012  
 Assistant Professor, Kazakhstan Institute of Management, Economics, and Strategic Research (KIMEP),  
 Department of Political Science and International Relations, Almaty, Kazakhstan, 2008-2010  
 Adjunct Faculty & Undergrad Academic Advisor, U of Cincinnati, Department of Political Science, 2004-2008  
 Visiting Instructor, Department of Political Science, Miami University, 2003-2004

**Overseas Experience:** Turkey, Kazakhstan

**Language Proficiency:** Turkish – 4, Russian – 1

**Specializations:** Comparative Politics, International Relations, Caucasus & Central Asia, Radical Islam, Post-Soviet Transition,  
 Terrorism, Geopolitics of Energy

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 2 **Select Courses:** Politics of Islamism; The Politics of Energy Security in Eurasia

**Number of Recent Publications:** 6

“Explaining Authoritarian Regime Variations in Post-Communist Central Asia,” *Revista de Stiinte Politice*, 44: 28-38. 2014.

“Islam, Politics and Security in Central Asia,” (in Turkish) in *Central Asia in International System: Foreign Policy and Security*, (ed. Turgut Demirtepe and Güner Özkan). Ankara: International Strategic Research Organization, 279- 299. 2013.

**URREA, BEATRIZ***Associate Professor (NTE), Spanish & Portuguese*

**Education:** Ph.D., Spanish Golden Age, Mysticism, University of Washington  
 M.A., Comparative Literature, University of Washington  
 B.A., Anthropology, Southern Methodist University

**Academic Experience:** Senior Lecturer, Spanish & Portuguese, University of Arizona

**Overseas Experience:** Puerto Rico, Brazil, Spain

**Language Proficiency:** Spanish – 3

**Specializations:** Spanish Golden Age Literature, Writings of Spanish Mystics, Cultural Studies, Gender Studies, Latin American  
 Studies, Visual Cultural Studies

**Distinctions:** Finalist, Margaret M. Briehl and Dennis T. Ray 5 Star Faculty Award, University of Arizona, 2016; Provost's  
 General Education Teaching Award, University of Arizona, 2006; College of Humanities' Innovation in  
 Teaching Award, University of Arizona, 2005

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 1 **Select Courses:** Immigration through Film; Intermediate Spanish Conversation Class;  
 Latin America on Film

**Number of Recent Publications:** 1

*Tamedo's Choice*, Spanish Translation of Temeka Johnson's Children's Book. Seattle: Amazon, 2013.

**USSISHKIN, ADAM***Associate Professor (T), Linguistics*

**Education:** Ph.D., Linguistics, University of California, Santa Cruz, 2000  
B.A., Linguistics and French, University of California, Los Angeles, 1995

**Academic Experience:** Associate Professor, Linguistics, University of Arizona, 2008-Present  
Assistant Professor, Linguistics, University of Arizona, 2003-08  
Visiting Assistant Professor, University of Arizona, 2001-03  
Guest Researcher, Heinrich-Heine-Universität, Germany, Summer 2001  
Lecturer, UC Santa Cruz, Winter 2001

**Overseas Experience:** France, Israel, Malta

**Language Proficiency:** French – 4, Hebrew – 3

**Specializations:** Semitic Phonology, Semitic Morphology, Hebrew and Maltese Psycholinguistics

**Distinctions:** Interdisciplinary Collaborative Research Grant, Social and Behavioral Sciences Research Institute, University of Arizona (Co-PI), 2008; National Science Foundation research grant (PI) “Psycholinguistics Investigation of Lexical Access in Hebrew and Maltese”, 2007-10; Academic Year Proposal Development Award, University of Arizona, 2004; Junior Faculty Grant, University of Arizona, 2004

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Number of MES courses (25%+):** 0 **Select Courses:** Directed Research in Linguistics; Lexical Processing; Professionalism in Linguistics; Internship in Human Language Technology; Independent Study

**Dissertations and Theses Supervised Since Fall 2013:** 8

**Number of Recent Publications:** 6

“Phonological Restrictions on Lenition in Scottish Gaelic,” (with M. Hammond, et al.), *Language*, 93(2): 466-472. 2017.

“Auditory masked priming in Maltese spoken word recognition,” (with C. Dawson, et al.), *Language, Cognition and Neuroscience*, 30(1): 1096-1115. 2015.

**VANDIVER, PAMELA***Professor (T), Materials Science and Engineering*

**Education:** Ph.D., Materials Science and Near Eastern Studies, Massachusetts Institute of Technology, 1985  
M.A., Art and Anthropology, Pacific Lutheran University, 1971  
M.S., Ceramic Science, Massachusetts Institute of Technology, 1983  
B.A., Humanities, Asian Studies, History and Art, Scripps College, 1967

**Academic Experience:** Professor & Co-Director, Program in Heritage Conservation Science, Materials Science & Engineering, UA  
Adjunct Professor, School of Anthropology, University of Arizona  
Senior Research Scientist, Smithsonian Institution, Center for Materials Research and Education, last year as Acting Director, Aug. 1985-Dec. 2003  
Adjunct Professor, Department of Materials Science and Engineering, Johns Hopkins University, 2001-03

**Overseas Experience:** Egypt, Iraq, Jordan, Turkey, Pakistan, Belize, Mexico, France, Germany, Russia, Italy, Great Britain, Japan, Cambodia, Uzbekistan, China, Korea

**Language Proficiency:** French – 4, Chinese – 2, Japanese – 2, Russian – 2, Arabic – 1

**Specializations:** Neolithic Plasters and the Beginnings of Ceramic Pottery in East and Southwest Asia, Tin Smelting from Goltepe, Turkey, Egyptian Faience and the Development of European Porcelain

**Distinctions:** Advisor of the Key State Laboratory for Ancient Ceramics, Palace Museum, Forbidden City, Beijing, China, 2009-2014; Pomerance Medal, Award for Scientific Contributions to Archaeology, AIA, 2006

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Number of MES courses (25%+):** 0 **Select Courses:** Material Science, Art & Archaeological Objects; Formation & Structure of Glass; Ceramic Technologies of Asia; Glass Process: Engineering & History; Organic Chem & Material Science, Art & Archaeology; Independent Study

**Dissertations and Theses Supervised Since Fall 2013:** 11

**Number of Recent Publications:** 9

“Composition, Processing and Properties of Composite Ceramic Sickle Blades from Mesopotamia,” (with J. Horrocks), *MRS Advances*, 2(34): 1805-1829. 2017.

“Islamic Twelfth Century C.E. Glazes from Aktobe, Kazakhstan, and Comparison to Modern Practice in Afghanistan and Uzbekistan,” (with S. Arnold and Y. Akimbek), *MRS Advances*, 2(40): 2101-2133. 2017.

“Reverse Engineering Eighth Century C.E. Window Glass Processing at Sardis, Turkey,” (with K.N. McArthur), *MRS Advances*, 2(36): 1911-1926. 2017.

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**VARADY, ROBERT G.**

*Research Professor of Environmental Policy (C), Udall Center for Studies in Public Policy and School of Natural Resources and the Environment*

**Education:** Ph.D., Oriental Studies, University of Arizona, 1981  
M.S., Mathematics, Polytechnic Institute of Brooklyn, 1966  
B.S., Mathematics, City College of New York, 1965

**Academic Experience:** Research Professor, Environmental Policy, Udall Center for Studies in Public Policy, UA, 2002-Present  
Research Professor, School of Natural Resources and the Environment, University of Arizona, 2002-Present  
Adjunct Professor, Hydrology and Water Resources, University of Arizona, 2002-Present  
Associate Research Professor, 1996-2002  
Assistant Research Professor, 1989-96

**Overseas Experience:** France, India, Israel, Jordan, Mauritania, Morocco, Niger, Pakistan, Senegal, Yemen

**Language Proficiency:** French – 4, Urdu – 2, Hindi – 2, Spanish – 2, Hungarian – 1

**Specializations:** Environmental Policy and History, Water-management, Climate Policy

**Distinctions:** Lloyd's Register Foundation, Int'l Water Security Network Award, \$1.1 million, 2013; Director, French Nat'l Science Research Ctr., Joint Int'l Unit on Water, Environment & Policy; Support for "Arizona-Israeli-Palestinian Water Management & Policy Workshop: Economic, Environmental, & Community Implications of Expanding Reuse & Desalination for Future Water Supplies." U.S.-Israel Binational Science Foundation, 2009-2010

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 0 **Select Courses:** Independent Study; Dissertation

**Number of Recent Publications:** 29

"Securing a shared hidden resource: A Review of governance mechanisms for transboundary ground water security," (with T. Albrecht, et al.), *Water Security*, 11(2): 43-56. 2017.

*Shared Borders, Shared Waters: Israeli-Palestinian and Colorado River Basin Water Challenges*, (ed. with S.B. Megdal & S. Eden), Leiden: CRC Press/Balkema – Taylor & Francis Group in cooperation with UNESCO-IHE, 2013.

**VITA, ELDON**

*Administrative Assistant, School of Middle Eastern & North African Studies*

**Education:** M.S. student, Agricultural Education, University of Arizona, current  
B.A., Global Studies: Global Health and Development, University of Arizona, 2015

**Academic Experience:** Administrative Assistant, School of Middle Eastern & North African Studies, 2016-Present

**Overseas Experience:** Germany

**Language Proficiency:** Arabic – 1

**Distinctions:** Dean's List, University of Arizona, 2016 and 2017

**Percentage of Time Dedicated to Area Studies:** 100%



**WALLACE, NIAMH***Assistant Librarian (CE), Research & Learning Department, University Libraries*

**Education:** M.A., Library and Information Science, University of Arizona, 2010  
 M.A., English Literature, University of Wisconsin, 2006  
 B.A., Spanish/Anthropology, University of Arizona, 2002

**Academic Experience:** Assistant Librarian, Research & Learning Department, University of Arizona, 2013-Present  
 Special Assistant to the Dean, 2012-2013

**Specializations:** Research, Library Science – Anthropology, English, Government & Public Policy, Middle Eastern & North African Studies

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of Recent Publications:** 3

“Curriculum-driven acquisitions: the University of Arizona Libraries’ evolving role in the campus course materials adoption process,” (with D.J. Martin), in *Affordable Course Materials: Electronic Textbooks and Open Education Resources*, (ed. C. Diaz). Chicago, IL: ALA Editions, 2017.

“Embedding the Library in the LMS: Is It a Good Investment for Your Organization’s Information Literacy Program?” (with E. Kline, L. Suit, and M. Hagedon.), in *Distributed Learning: Pedagogy and Technology in Online Information Literacy Instruction*, (ed. T. Maddison and M. Kumaran). Cambridge, MA: Chamos, 255-269. 2017.

“Black Lives Matter! Shedding library neutrality rhetoric for social justice,” (with N.F. Pagowsky), *College & Research Libraries News*, 76(4): 196-200. 2015.

**WEDEL, ANDREW B.***Associate Professor (T), Linguistics*

**Education:** Ph.D., Linguistics, University of California, Santa Cruz, 2004  
 Ph.D., Molecular Biology, University of California, Berkeley, 1992  
 B.A., Biology, Swarthmore College, 1986

**Academic Experience:** Associate Professor, Linguistics, University of Arizona, 2003-Present  
 Teaching Fellow, University of California, Santa Cruz, 2002  
 Visiting Researcher, Max Plank Institute, Germany, 2001-02  
 Postdoctoral Fellow, University of California, Santa Cruz, 1995-99

**Overseas Experience:** Turkey, Germany

**Language Proficiency:** German – 4, Turkish – 2, Spanish – 2

**Specializations:** Structure of the Mental Lexicon, Evolution of Sound Systems

**Distinctions:** Center for Middle Eastern Studies Affiliated Faculty; Social and Behavioral Studies Roshan Institute Leveraging Grant, 2014; Institute for Humanities Research Dissertation Quarter Fellowship, 2003; University of California Regents Fellowship, 1999; NSF/Alfred P. Sloan Foundation Postdoctoral Fellowship, 1995-1998

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 0 **Select Courses:** Intro to Linguistics; Typology & Universals; Phonetics; Independent Study

**Number of Recent Publications:** 13

“The phonetic specificity of contrastive hyperarticulation in natural speech,” (with N. Nelson and R. Sharp), *Journal of Memory and Language*, 100(1): 61-88. 2018.

“The phonetic specificity of competition: Contrastive hyperarticulation of voice onset time in conversational English,” (with N. Nelson), *Journal of Phonetics*, 64(1): 51-70. 2017.

“Category competition as a driver of category contrast,” (with I. Fatkullin), *Journal of Language Evolution*, 2(1): 77-93. 2017.

“Predicting perceptually weak and strong unmarked patterns: a message-based approach,” (with E. Hume and K. Hall), *Proceedings of the Annual Meetings on Phonology*, 3, Linguistic Society of America, 2016.

“The Co-evolution of Speech and the Lexicon: The Interaction of Functional Pressures, Redundancy, and Category Variation,” *Topics in Cognitive Science*, 8(1): 503-513. 2016.

“Auditory masked priming in Maltese spoken word recognition,” (with A. Ussishkin, et al.), *Language, Cognition and Neuroscience*, 30(9): 1096-1115. 2015.

“Commentary Desiccation and tone within linguistic theory and language contact research,” (with B. Winter), *Journal of Language Evolution*, 1(1): 80-82. 2015.

“The Co-evolution of Speech and the Lexicon: The Interaction of Functional Pressures, Redundancy and Category Variation,” (with B. Winter), *Topics in Cognitive Science*, 8(2): 503-512. 2015.

“Anti-markedness patterns in French epenthesis: An information-theoretic approach,” (with B. Hume, et al.), *Annual Meeting of the Berkeley Linguistics Society*, 37(1): 104-123. 2014.

**WHITE III, WILLIAM A.**

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*Research Assistant (NTE), Bureau of Applied Research in Anthropology*

**Education:** Ph.D., Anthropology, University of Arizona, 2017  
 M.A., Anthropology, University of Idaho, 2005  
 B.A., Anthropology, Boise State University, 2001

**Academic Experience:** Research Assistant, Bureau of Applied Research in Anthropology, University of Arizona, 2013-2017  
 Research Publications Director, Succinct Research, 2012-2017  
 Archaeology Field Director, Westland Resources, 2012-2014

**Overseas Experience:** United Kingdom, Canada

**Specializations:** Cultural Resource Management, Archaeological Survey and Excavation, Archival Research

**Distinctions:** Graduate Research Fellowship, Confluentcenter for Creative Inquiry, 2015; Charles Redd Center for Western Studies Grant, 2014; Graduate Access Fellowship, University of Arizona, 2013

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 1 **Select Courses:** Ancient African Civilizations

**Number of Recent Publications:** 2

*Resume-Writing for Archaeologists.* Tucson, AZ: Succinct Research, 2013.

*Small Archaeology Project Management.* Tucson, AZ: Succinct Research, 2013.

**WILLARD, THOMAS**

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*Professor (T), English*

**Education:** Ph.D., English and Drama, University of Toronto, 1978  
 M.A., English Literature, George Washington University  
 B.A., English Literature, George Washington University

**Academic Experience:** Professor, English, University of Arizona, 1978-Present  
 Affiliated Faculty, Religious Studies & Classics, current  
 Associate Head, Department of English, University of Arizona, 1999-2001  
 Director of Undergraduate Studies, Department of English, UA, 2000-2001

**Overseas Experience:** United Kingdom

**Specializations:** Renaissance Literature, Comparative Literature, Shakespeare's Plays, Poetry, and Myths

**Distinctions:** Member, Honors College Advisory Board, UA, 1996-Present; Member, Learner Centered Education Team, College of Agriculture and Life Sciences, 2001-Present; Faculty Associate, Office of Undergraduate Education, 2001-2002; Mentor, Arizona Assurance Scholars Program, 1999-2000; Member, General Education Committee, UA, 1997-2006; Member, Advisory Board, International Arts Film Society, 2005-2007

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 1 **Select Courses:** Literature of the Bible: The New Testament; Advanced 1<sup>st</sup>-Year Composition

**Number of Recent Publications:** 13

"How Magical Was Renaissance Magic?" in *Magic and the Magician in the Middle Ages and Early Modern Time*, (ed. Albrecht Classen). Berlin and Boston: Walter de Gruyter, 637-656. 2017.

"Dreams and Symbols in *The Chemical Wedding*," in *Lux in Tenebris: The Visual and the Symbolic in Western Esotericism*. (ed. Peter Forshaw). Leiden and Boston: Brill, 130-151. 2017.

"Beya and Gabricus: Erotic Imagery in German Alchemy," *Mediaevistik*, 28(1): 269-281. 2015.

"De furore Britannico: The Rosicrucian Manifestos in Britain," *ARIES: Journal for the Study of Western Esotericism*, 14(1): 32-61. 2014.

"Peter of Cornwall's Book of Revelations: British Writers of the Middle Ages and the Early Modern Period," *Mediaevistik*, 27(1): 384-385. 2014.

"Magic in Medieval Society: Seminar Studies," *Mediaevistik*, 27(1): 224-225. 2014.

**WILLERTON, JOHN P.**

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*Professor (T), School of Government & Public Policy*

**Education:** Ph.D., Political Science, University of Michigan, 1985  
 M.A., Political Science, Michigan State University, 1977  
 B.A., Russian Language and Literature, Michigan State University, 1975

**Academic Experience:** Professor, School of Government & Public Policy, University of Arizona, 2014-Present  
 Associate Professor, School of Government & Public Policy, University of Arizona, 1988-2014  
 Assistant Professor, James Madison College, Michigan State University, 1985-88

**Overseas Experience:** Former Soviet Union

**Language Proficiency:** Russian – 3, French – 1

**Specializations:** Russian Domestic Politics and Institutional Reform, Russia – CIS and Eurasian Regional Politics

**Distinctions:** Outstanding Upper Division Teaching Award, College of Social and Behavioral Sciences, 2012; Humanities Seminars Teaching Award, College of Humanities, UA, 2012; Finalist, Five Star Teaching Award, 2006

**Percentage of Time Dedicated to Area Studies:** 1-24%

**Number of MES courses (25%+):** 0 **Select Courses:** Politics of Happiness (includes Lebanon); Comparative Political Elites (includes Iran)

**Dissertations and Theses Supervised Since Fall 2013:** 8

**Number of Recent Publications:** 12

“Searching for a Russian National Idea: Putin Team Efforts and Public Assessments,” *Demokratizatsiya*, 25(3): 209-234. 2017.

“Russian Public Assessments of the Putin Policy Program: Achievements and Challenges,” *Russian Politics*, 1(2): 131-158. 2016.

“Russia, the US, and the Cold War that Never Ended,” [“Mosca è nostra nemica perché non la capiamo”], *Limes: Italian Review of Geopolitics*, 2(16): 115-122. 2016.

“Russian Federation: Complexity and Uncertainty,” in *Comparative Politics*, (ed. Paulette Kurzer). New York: McGraw-Hill, 2016.

“Internationalising the Curriculum on Campus – and Abroad: Juxtaposing the Lecture Hall and Study Abroad,” *European Political Science*, 14(1). 2015.

“Mistrust and hegemony: Regional institutional design, the FSU-CIS, and Russia,” (with G. Goertz and M. Slobodchikoff), *International Area Studies Review*, 18(1): 26-52. 2015.

**WILLIAMS, SARAH**

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*Academic Advisor, College of Social and Behavioral Sciences*

**Education:** M.A., Philosophy, University of Arizona, 2014  
 B.A., Philosophy, University of Arizona, 2012  
 B.A., Graphic Design, University of California, Los Angeles, 2000

**Academic Experience:** Academic Advisor, School of Middle Eastern & North African Studies, Philosophy, and Philosophy, Politics, Economics, and Law, College of Social and Behavioral Sciences, University of Arizona, 2015-Present

**Percentage of Time Dedicated to Area Studies:** 50-74%

**WINTER, MATTHEW**

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*Graduate Teaching Assistant, School of Anthropology and Arizona Center for Judaic Studies*

**Education:** Ph.D. student, Anthropology, University of Arizona, current  
 M.A., History, University of Arizona, 2011  
 B.A., Classics, University of Arizona, 2007

**Academic Experience:** Graduate Teaching Assistant, School of Anthropology, 2012-Present  
 Graduate Teaching Assistant, Judaic Studies, 2012-Present  
 Graduate Teaching Assistant, History, University of Arizona, 2008-2011

**Overseas Experience:** Israel, Italy

**Language Proficiency:** Latin – 4, French – 3, Ancient Greek – 2, Biblical Hebrew – 2, Italian – 2, Modern Hebrew – 1, German – 1

**Specializations:** Archaeology, Ancient Religion, Architecture, Identity

**Distinctions:** American School of Oriental Research Member-Supported Fellowship, Malakeh Taleghani Endowed Graduate Fellowship in Iranian Studies, 2016 (Declined); Etruscan Foundation Field Work Fellowship, 2014; American School of Oriental Research Platt Fellowship, 2013; Sabesin Award, 2015; Shadel Grant, 2013; Reicker Grant, 2013; Joseph and Mary Cacioppo Foundation Graduate Scholarship, 2012; Charles R. Young Graduate Stipend; Edwin S. Turville Fellowship, 2009; Ramenofsky Graduate Fellowship, 2009

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Number of MES courses (25%+):** 2 **Select Courses:** History and Religion of Israel in Ancient Times -- The Biblical Period; History and Religion of Israel in Ancient Times: Ezra-Nehemiah to the Roman Empire; World History to 1600; World Archaeology

**WOLFLEY, MIRIAM**

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*Graduate Teaching Assistant, School of Middle Eastern & North African Studies*

**Education:** Ph.D. student, Middle Eastern Studies, University of Arizona, current  
 M.A., Middle Eastern Studies, University of Arizona, 2013  
 State Examination, Education, Department of Education, 2003  
 State Examination, Geography and English, University of Regensburg, 2001

**Academic Experience:** Graduate Teaching Assistant, School of Middle Eastern & North African Studies, University of Arizona, 2013-Present  
 Graduate Teaching Assistant, School of Geography, University of Arizona, 2010-2013

**Overseas Experience:** Czech Republic, Egypt, Germany, Morocco, Spain, Syria

**Language Proficiency:** Arabic – 3, Czech – 3, English – 4, German – 4, Spanish – 3, Turkish – 3

**Specializations:** Migration and Refugees, Immigration and Education

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 3 **Select Courses:** The Religion of Islam; The Middle East and North Africa since the “Arab Spring”; The Middle East in the 20<sup>th</sup> Century; Geography and Global Issues

**WRIGHT, J. EDWARD***Director and Professor (T), Arizona Center for Judaic Studies*

**Education:** Ph.D., Brandeis University, 1992  
 M.A., Brandeis University, 1987  
 M.A., Western Seminary, 1982  
 Th.B., Multnomah Bible College, 1980

**Academic Experience:** Professor, Judaic Studies, University of Arizona (UA), 2004-Present  
 Director, Arizona Center for Judaic Studies, UA, 2000-2005, 2006-Present  
 Visiting Professor, Duke University, 2011  
 Visiting Professor, Dartmouth College, 2006, 2007, 2008, 2010  
 Associate Professor, Near Eastern Studies (1999-2002) and Judaic Studies, University of Arizona, 1999-2004  
 Visiting Research Professor, The Hebrew University, Jerusalem, 1995-96  
 Assistant Director, Judaic Studies, University of Arizona, 1995-99

**Overseas Experience:** Israel

**Language Proficiency:** Biblical Hebrew – 3, Modern Hebrew – 3, Syriac – 3, Classical Aramaic – 3 Nabataean – 3, Koine Greek – 3, Babylonian – 2, Assyrian – 2, German – 2, Latin – 2, Coptic – 2, Ugaritic – 2, French – 2

**Specializations:** Early Jewish History and Literature, Ancient Israelite History and Religion

**Distinctions:** Israel Institute, Washington, DC Israel Symposium Award, \$20,000, 2015; The J. Edward Wright Endowed Professor of Judaic Studies, 2013-Present; President, W. F. Albright Institute of Archaeological Research, 2006-2012; UA Five Star Faculty Teaching Award, 2001; Assoc. of College and Research Libraries and the American Library Assoc.'s Journal Choice, Outstanding Academic Title Book Award, Oxford, 2000

**Percentage of Time Dedicated to Area Studies:** 50-74%

**Number of MES courses (25%+):** 12 **Select Courses:** Apocalyptic Imagination; History and Religion of Israel in Ancient Times; Ezra-Nehemiah to the Roman Empire; The History of Heaven; The Book of Psalms; Biblical Hebrew (Elementary, Intermediate, Advanced); Classical Aramaic

**Dissertations and Theses Supervised Since Fall 2013:** 2

**Number of Recent Publications:** 6

*History and Archaeology of the New Testament.* (ed. with M. Elliott and P. Flesher). Waco: Baylor University Press. (Forthcoming)  
*The Book of Baruch.* Illuminations Bible Commentaries. Grand Rapids. Mich.: W.B. Eerdmans Publishing, Co. (Forthcoming 2018)  
*History and Archaeology of the Old Testament.* (ed. with J. Ebeling, et al.). Waco: Baylor University Press, 2017.

**YILMAZ, ADNAN***Graduate Teaching Assistant, Center for Middle Eastern Studies,*

**Education:** Ph.D., Second Language Acquisition and Teaching, University of Arizona, 2016  
 M.A., English Language Teaching, Canakkale Onsekiz Mart University, Turkey, 2012  
 B.A., English Language Teaching, Istanbul University, Turkey, 2009

**Academic Experience:** Graduate Teaching Assistant, Center for Middle Eastern Studies, University of Arizona, 2015-2016  
 Research Assistant, Dicle University, Turkey, 2011-2015  
 Instructor of English Language, Bezmialem University, Turkey, 2010-2011

**Overseas Experience:** Germany, Turkey

**Language Proficiency:** Turkish – 4, Kurdish – 3, English – 4

**Specializations:** Applied Linguistics and Teacher Training, Intercultural Competence

**Distinctions:** CMES Travel Grant, University of Arizona, 2016; Distinguished Pass, Graduate Interdisciplinary Program, University of Arizona, 2015; Graduate Tuition Scholarship, University of Arizona, 2015; Ph.D., Scholarship, Council of Higher Education, Turkey, 2013-2016; ELT Institute, U.S. Embassy, Turkey, 2012; Erasmus Student Exchange Grant, Bremen University, Germany, 2008

**Percentage of Time Dedicated to Area Studies:** 25-49%

**Number of MES courses (25%+):** 0 **Select Courses:** Turkish (Advanced) – Developed the online advanced Turkish course

**Language Pedagogy Training:** Ph.D. in Second Language Acquisition and Teaching, University of Arizona, 2016; American Association for Applied Linguistics, 2016

**Number of Recent Publications:** 2

“Short Stories via computers in EFL classrooms: An empirical study for reading and writing skills,” *The Reading Matrix*, 15(1): 41-53. 2015.  
 “Teknoloji ve dil öğretimi,” in *Dil öğretimi*, (ed. N. Bekleyen). Ankara, Turkey: Pegem Akademi, 394-408. 2015.

**YOUNG, MEGAN***Program Coordinator, Senior (NTE), Center for Middle Eastern Studies*

**Education:** M.A., Near Eastern Studies, University of Arizona, 2010  
B.A., Anthropology, University of Nebraska-Lincoln, 2003

**Academic Experience:** Program Coordinator, Senior, Center for Middle Eastern Studies, University of Arizona, 2017-Present  
Administrative Associate, Center for Middle Eastern Studies, University of Arizona, 2014-2017  
Administrative Assistant, Center for Middle Eastern Studies, University of Arizona, 2011-2014  
Graduate Teaching Assistant, Department of Near Eastern Studies, University of Arizona, 2007-2008

**Overseas Experience:** Turkey

**Language Proficiency:** Turkish – 3, German – 2, Ottoman – 1, Persian – 1, Spanish – 1, Mandarin Chinese – 1

**Specializations:** Kurdish Broadcasting Rights in Turkey, Grant Writing, Research

**Distinctions:** College of Social & Behavioral Sciences Outstanding Staff Award, University of Arizona, 2017; College of Social & Behavioral Sciences Outstanding Staff Award nominee, 2014; Academic Year Foreign Language and Area Studies (FLAS) Fellowship, Persian, 2009-10; Fulbright-Hays Advanced Language Fellow, American Research Institute in Turkey (ARIT), Turkish, 2009; Critical Language Scholarship, Turkish, 2009, Declined; Academic Year FLAS, Turkish, 2008-09; Summer FLAS, Turkish, 2008; Academic Year FLAS (University of Utah), Turkish, 2007-08, Declined; Phi Beta Kappa Honor Society Lifetime Member, 2003; University of Nebraska-Lincoln Chancellor's Scholar, 2003; Undergraduate Creative Activities & Research Experiences (UCARE) Research Award, 2002-03; UCARE Research Award, 2001-02; Phi Eta Sigma National Honor Society Lifetime Member, 2000; Alpha Lambda Delta National Honor Society Lifetime Member, 2000

**Percentage of Time Dedicated to Area Studies:** 100%

**Number of MES courses (25%+):** 0 **Select Courses:** Food Traditions of the Middle East and North Africa (created the class)

**ZANGER, MARGARET***Professor of Practice (NTE), School of Journalism*

**Education:** M.L.S., Law, Yale Law School, 1989  
M.A., Journalism, University of Arizona, 1985  
B.A., General Studies, University of Arizona, 1979

**Academic Experience:** Professor of Practice, School of Journalism, University of Arizona, 2010-Present  
Iraq Country Director, Institute for War & Peace Reporting, 2003-05  
Lecturer, American University in Cairo, 1999-2003  
Publications Coordinator, Center for Contemporary Arab Studies, Georgetown University, 1995-99  
Assistant Editor, Middle East Report, 1992-95

**Overseas Experience:** Iraq, Egypt, Israel, West Bank, UAE, Oman

**Language Proficiency:** Spanish – 3, Arabic – 1

**Specializations:** Media Coverage of Crises and Conflict, Iraq Media Development, Iraq Refugees and Internally Displaced

**Distinctions:** Governing Board Member, Center for Middle Eastern Studies, UA, current; Fulbright Specialist, 2015-2020; Director, Arizona-Afghan Project of the Afghanistan Journalism Education Enhancement Program, US Embassy in Kabul, 2011-Present; Center for Border and Global Journalism 2017 Inaugural Faculty Research Grant; UA Global Initiatives' and UA CESL's Excellence in Global Service Award, 2015; Knight Journalism Fellow, Yale Law School

**Percentage of Time Dedicated to Area Studies:** 75-99%

**Number of MES courses (25%+):** 4 **Select Courses:** Media Coverage of International Crises; International Opinion Writing; Reporting the Middle East; Media and Terrorism

**Dissertations and Theses Supervised Since Fall 2013:** 13

**Number of Recent Publications:** 6

"The enigma of news media development with multi-pronged 'capture': The Afghanistan case," (with J. Relly), *Journalism: Theory, Practice & Criticism*. Online. September 2016.

"Democratic norms and forces of gatekeeping: A study of influences on Iraqi journalists' attitudes toward government information access," (with J. E. Relly and S. Fahmy), *Journalism & Mass Communication Quarterly*, 92(2): 346-373. 2015.

"News media landscape in a fragile state: Professional ethics perceptions in a post-Ba'athist Iraq," (with J. Relly and S. Fahmy), *Mass Communication and Society*, 18(4): 471-497. 2015.

"Professional role perceptions among Iraqi Kurdish journalists from a 'state within a state'," (with J. Relly and S. Fahmy), *Journalism: Theory, Practice and Criticism*, 16(8): 1085-1106. 2015.

# University of Arizona Center for Middle Eastern Studies

## Appendix: Position Descriptions

### Student Positions

**Position Title:** *Student Worker*

**Salary:** Minimum Wage, with 3% increases in subsequent years.

Minimum wage is reasonable because the undergraduate students typically have little job experience when first employed at CMES.

**Justification and Duties:** Undergraduate student workers are essential to CMES daily operations. They staff CMES' front desk and are often the first point of contact for visitors. They assist with data entry; web editing; keeping the office clean and organized; answering the phone; greeting and assisting students, faculty, staff, and community members; preparing for and cleaning up after events; filming events; updating and managing the library; managing equipment loans; selling merchandise; creating and distributing flyers across campus, making photocopies, creating spreadsheets, and performing other duties as needed. Student workers are expected to have excellent organizational and communication skills and technical expertise needed to perform the tasks outlined above. Student workers report to CMES' Program Coordinator, Sr.

**Position Title:** *GA for Communications/Social Media*

**Salary:** 12.5% of \$34,200/yr. in 2018-19, with 3% increase in subsequent years.

(standard wage for PhD level graduate assistant)

**Justification and Duties:** The Center requires regular management of communications and social media, assuring that information on the center website and distributed about the center and center events is up-to-date and advertised widely on and off campus. CMES uses a variety of media to reach diverse audiences (e.g. Twitter, Facebook, Instagram) and distributes a weekly e-bulletin with news of the week's events. CMES also publicizes center activities through articles posted on UA News and local newspapers.

The GA will work with center social media presence through cutting-edge social media marketing techniques. Responsibilities consist of a wide variety of technical tasks to include (but not limited to): writing news articles on current center events, updating social media, updating websites, creating brochures, assisting with newsletters, and using email-marketing software to send out weekly e-bulletins. The GA for Communications/Social Media will report to CMES' Assistant Director.

**Position Title: *GA for Pilot Arabic Instruction Program***

**Salary:** 12.5% of \$34,200 in 2018-19, adjusted for 2019-20 rates

(standard wage for PhD level graduate assistant)

An additional 12.5% will be funded by the Graduate College to facilitate support of a 25% GA position for fall semester 2019 for a Second Language Acquisition & Teaching PhD student proficient in Arabic. The Center for Educational Resources in Culture, Language, and Literacy will fund 12.5% of the position in spring semester 2020, with commensurate support from the Graduate College.

**Justification and Duties:** In 2019-20 Dr. Mahmoud Azaz proposes to pilot an innovative approach to teaching elementary Arabic to build linguistic complexity in Arabic language learners through task-based interaction. In order to pilot the new methods, he requires a teaching assistant to aid in instruction, grading, and the preparation of resources, such as a learner spoken corpus, pedagogical modules, and the development of teacher-learner interaction scenarios.

**Position Title: *GA for Turkish Materials Development***

**Salary:** 25% of \$34,200 in 2018-19, adjusted for 2021-22 rates.

(standard wage for PhD level graduate assistant)

**Justification and Duties:** Following the external review of the Turkish language program in 2019-20, in 2020-2021 CMES will work with the Turkish instructor and the School of Middle Eastern & North African Studies, in which Turkish is taught, to develop a plan based on recommendations made in the review. The following year a Second Language Acquisition & Teaching PhD student proficient in Turkish will be hired to assist with language instruction and preparation of resources, in line with reviewer recommendations.

**Position Title: *GA for College of Education Internationalization Project***

**Salary:** 12.5% of \$34,200 in 2018-19, with 3% salary increases in subsequent years.

(standard wage for PhD level graduate assistant)

An additional 12.5% will be funded by the College of Education and by two additional UA international studies centers to facilitate support of a half-time GA position in each of the four project years.

**Justification:** CMES and other international studies centers need a College of Education (CoE) PhD student to work with a CoE faculty member and center staff in developing and managing a Curriculum Internationalization Initiative designed to increase international content in CoE elementary and secondary methods curricula and develop international education units for K-12 teaching.



**Duties:** A CoE PhD student will develop K-12 internationally-focused lessons, materials, and videos; post materials on the project web page; help manage an International Curriculum Certificate program for CoE students who are pre-service teachers, including recruitment of students to the program and monitoring their progress; prepare promotional materials for the program and help organize events at CoE to advertise it; record data about student progress toward certificate completion; and present information and materials in education classes and at teachers' conferences. A background both in education and in international studies is required, along with excellent organizational and writing skills. K-12 teaching experience is preferred. The RA will report to the CoE faculty project consultant and to center outreach directors.

**Position Title:** *GA for Outreach*

**Salary:** 25% of \$34,200 in 2018-19, with 3% salary increases in subsequent years.  
(standard wage for PhD level graduate assistant)

**Justification:** CMES maintains a very busy outreach program that is managed by a full-time Director of Educational Outreach and engages in outreach to K-12, community college, and higher education institutions Arizona and New Mexico, as well as to public constituencies. CMES needs an Outreach GA in order to maintain the scope and quality of outreach programming.

**Duties:** The Outreach Assistant will work closely with the Director of Educational Outreach to support the Center's outreach program. Duties will include maintaining and further developing the Outreach Center webpages; assembling resources and information packets; assisting with workshops and other programs; assisting with contacting Arizona and New Mexico school districts; assisting in the creation of new Middle East-related lesson plans for K-12 classrooms; and further developing web distribution of Outreach events. Some general office assistance might also be needed occasionally. Knowledge of the Middle East along with excellent organizational and communication skills are required. Knowledge of Adobe Acrobat, Photoshop, Microsoft Office Suite, and any additional technical skills is preferred.

## **Faculty Positions**

**Position Title:** *Assistant Professor of Health in the Middle East and North Africa*

**Salary:** The proposed salary of \$80,000/yr. has been agreed upon by the College of Social & Behavioral Sciences (SBS) and is in line with SBS salaries as anticipated for the year the hire takes place.

**Description and Duties:** A new assistant professor (tenure-track, academic year) position in Health Studies of the Middle East and North Africa, broadly defined, will be placed in a department in the University of Arizona College of Social and Behavioral Sciences (SBS).

We are interested in a broad range of social science and historical approaches to the study of health in the Middle East and North Africa. These include introduction of modern medicine and medical reforms in the 20<sup>th</sup> century, epidemics and disease, mental health, addiction and substance abuse, family medicine, social science studies of aging, public policies related to medical and biological issues, migrant and refugee health, and medical ethics. The successful candidate will be well qualified to engage in undergraduate and graduate teaching; have an active research agenda, with research in or centrally related to the Middle East and/or North Africa; have potential for externally supported research; and have an interest in participating in outreach activities. The teaching load is typically two courses per semester. Candidates are expected to have the PhD in hand prior to the fall of arrival on campus. Proficiency in at least one Middle Eastern language is highly desirable (Arabic, Hebrew, Persian, Turkish or a related language).

The exact field of specialization is open; the appointment may be made in a single SBS unit or as a joint appointment across two units. See <http://web.sbs.arizona.edu/college/> for a full listing of SBS units. SBS includes Anthropology, Gender & Women's Studies, Geography & Development, Government & Public Policy, History, Journalism, Middle Eastern and North African Studies, and Sociology, among other units. Given current student interests and the importance of developing certain regional studies within UA Middle East studies, the position has a preferred focus on Egypt, North Africa, or Turkey, although applications from specialists in any area of the Middle East and North Africa are welcome.

The UA features an extensive program in Middle Eastern and North African studies. The School of Middle Eastern & North African Studies (MENAS) offers a BA, MA and PhD, a BA in Arabic and includes an Arabic Flagship program. Also in SBS are the American Institute for Maghrib Studies; Arizona Center for Judaic Studies; and the Center for Middle Eastern Studies. The UA recently established the Roshan Graduate Interdisciplinary Program in Persian and Iranian Studies.

Known for its support of interdisciplinary endeavors, the university has made study of health and wellness a strategic priority. The UA has notable strengths in health studies and social sciences. The Global Studies major includes a concentration in Global Health and Development. Sociology offers a BS in Care, Health & Society. The School of Geography & Development

gives a Master's in Development Practice. Anthropology offers a graduate concentration in Medical Anthropology. Related units include UA's Bio 5 Institute, Center for Integrative Medicine, Mel & Enid Zuckerman College of Public Health, College of Medicine—with a Global Health Distinction Track, College of Nursing, and College of Pharmacy.

**Position Title:** *Assistant Professor of Human Rights in the Middle East & North Africa*

**Salary:** The proposed salary of \$80,000/yr. has been agreed upon by the College of Social & Behavioral Sciences (SBS) and is in line with SBS salaries as anticipated for the year the hire takes place.

**Description and Duties:** A new assistant professor (tenure-track, academic year) position in Human Rights in the Middle East and North Africa, broadly defined, will be placed in a department in the University of Arizona College of Social and Behavioral Sciences (SBS).

We are interested in a broad range of critical social science and historical approaches to the study of human rights in the Middle East and North Africa. Of interest are human rights issues related to bioethics, economic and social rights, environmental justice, gender politics, health, humanitarianism, indigenous rights, migrants and refugees, and sustainable development. The successful candidate will be well qualified to engage in undergraduate and graduate teaching; have an active research agenda, with research in or centrally related to the Middle East and/or North Africa; have potential for externally supported research; and have an interest in participating in outreach activities. The teaching load is typically two courses per semester. Candidates are expected to have the PhD in hand prior to the fall of arrival on campus. Proficiency in at least one Middle Eastern language is highly desirable (Arabic, Hebrew, Persian, Turkish or a related language).

The exact field of specialization is open; the appointment may be made in a single SBS unit or as a joint appointment across two units. See <http://web.sbs.arizona.edu/college/> for a full listing of SBS units. SBS includes Anthropology, Gender & Women's Studies, Geography & Development, Government & Public Policy, History, Journalism, Middle Eastern and North African Studies, and Sociology, among other units. Given current student interests and the importance of developing certain regional studies within UA Middle East studies, the position has a preferred focus on Egypt, North Africa, or Turkey, although applications from specialists in any area of the Middle East and North Africa are welcome.

The UA features an extensive program in Middle Eastern and North African studies. The School of Middle Eastern & North African Studies (MENAS) offers a BA, MA and PhD, a BA in Arabic, and includes an Arabic Flagship program. Also in SBS are the American Institute for Maghrib Studies; Arizona Center for Judaic Studies; and the Center for Middle Eastern Studies. The UA recently established the Roshan Graduate Interdisciplinary Program in Persian and Iranian Studies.

Known for its support of interdisciplinary endeavors, the UA includes a variety of units with programs related to Human Rights. Interest in human rights-related issues is heightened by the UA's location near the US border with Mexico. The Global Studies major includes a concentration in Human Rights, Migrations, and Social Movements. The School of Government & Public Policy offers a BA in Law, which attracts students interested in human rights-related careers. Of related interest are programs in SBS such as Sociology's Care, Health & Society, Food Studies, and the Philosophy, Politics, Economics and Law major. The UA recently established an online MA in Human Rights Practice. The UA College of Law offers advanced training in indigenous people's law and policy, and a human rights concentration for students in the Master of Legal Studies program.

**Position Title:** *Online Kurdish Instructor*

**Salary:** The Kurdish instructor will be paid an hourly wage of \$25, and also supported in training in online language instruction. The salary is in line with that currently paid by the UA Critical Languages Program (CLP), which offers Kurdish language instruction on demand and has agreed to work with CMES to offer a summer online course in beginning Kurdish.

**Justification:** Kurdish is a Less Commonly Taught Language, rarely offered by institutions of higher education in the US. At the same time, it is a priority language, knowledge of which is identified as a critical need by USAID and the US Department of State. Kurdish is on the list of languages for which the US Department of Defense wishes to develop more capability, and is described by the US Department of Transportation as a language that will further US international transportation interest. Accordingly, in concert with some other NRCs, CMES proposes to develop an online synchronous distance-learning beginning Kurdish class, open to students nationwide and offered in the summer when UA tuition is more affordable for non-degree seeking students.

**Description and Duties:** The Kurdish instructor will be able to work professionally with small tutorial sessions; finalize and post to D2L course syllabi, which must be approved by the CLP director; provide regular communication and feedback to students; maintain weekly student attendance records in D2L; schedule classes and submit the schedule to the program coordinator prior to the beginning of the semester; submit evaluations to meet academic deadlines; and send a self-evaluation to the Director at the end of the term. The instructor must be a native or near-native speaker of Kurmanji Kurdish, be able to work a flexible schedule, and be proficient in English. The instructor should have teaching and/or tutoring experience of a second language and have at least a BA or certification related to second-language teaching. A preferred qualification is that the instructor have ACTFL training.

# University of Arizona

## Center for Middle Eastern Studies

### Appendix: Course List

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# University of Arizona

## Center for Middle Eastern Studies

### Appendix: Course List

<b>KEY</b>	ARC = Architecture	NA = North Africa	Term: F = Fall
	ARH = Art History	NESV = Near Eastern Studies, UA South	S = Spring
	GWS = Gender & Women's Studies	SA = Study Abroad	W = Winter
	LING = Linguistics	SGPP = School of Government & Public Policy	SU = Summer
	ME = Middle East	SLAT = Second Language Acquisition & Teaching	All = All Terms

Course #	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	16-17 Undergrad Enrollment		16-17 Grad Enrollment		To Be Offered 2017-18	To be offered 2018-19	NRC Grant Funded 2018-19
Africana Studies												
AFAS365	Ancient African Civilizations Notes: Includes the civilizations of NA.	Ijagbemi, White	25-49	3	W,SU	9	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Anthropology												
ANTH160A2	Ancient Egyptian Civilization Notes: New course.	Creasman	100	3	S,SU	95	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
ANTH320	Ancient Civilizations Notes: Intensive introduction to the evolution of the world's earliest states: Mesopotamia, Egypt, etc.	Triadan	25-49	3	F			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
ANTH409	Economic Anthropology: Radical Economic Theory Applied to Ancient, Classical, & Historical Economies Crosslisted: Latin American Studies Notes: MENA content.	Park	50-74	3	F	18	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
ANTH456B	Old World Prehistory, Part II Notes: Covers the archaeological record of early humans in the western hemisphere, particularly Europe and western Asia. Includes Israel, Syria, Iran, Iraq, Turkey, and other MENA regions.	Stiner	50-74	3	S	12	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
ANTH509	Economic Anthropology: Radical Economic Theory Applied to Ancient, Classical, & Historical Economies Crosslisted: Latin American Studies Notes: MENA content.	Park	50-74	3	F			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
ANTH556B	Old World Prehistory, Part II Notes: Covers the archaeological record of early humans in the western hemisphere, particularly Europe and western Asia. Includes Israel, Syria, Iran, Iraq, Turkey, and other MENA regions.	Stiner	50-74	3	S	0	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

PR/Award # P015A180124

Course #	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	16-17 Undergrad Enrollment	16-17 Grad Enrollment	To Be Offered 2017-18	To be offered 2018-19	NRC Grant Funded 2018-19
Anthropology, UA South										
ANTV375	Ethnography of the Middle East Crosslisted: NESV	Akarsu Karpuzcu	100	3	S	3	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arabic										
ARB101	Elementary Arabic I	Alhoms, Assaoui, Azaz, Elsayed, Kosoff	100	5	F,S,SU	101	4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB102	Elementary Arabic II	Azaz, Assaoui, Kosoff, SA Program Instructor	100	5	F,S,SU	71	4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Includes SA enrollment.									
ARB199	Independent Study	S'hiri	100	1-3	F,S			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB299	Independent Study	Staff	100	1-4	F,S			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB399	Independent Study	Farwaneh, Noorani, S'hiri	100	1-3	F,S,SU	5	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB401	Intermediate Arabic I	Alhoms, Al-Khudair, Aboushanab, SA Program Instructor	100	5	F,S,SU	66	10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Includes SA enrollment.									
ARB402	Intermediate Arabic II	Aboushanab, Alhoms, SA Program Instructor	100	5	F,S,SU	58	6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Includes SA enrollment.									
ARB405	Advanced Arabic I	Aboushanab, Al-Khudair, SA Program Instructor	100	5	F,S,SU	23	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Includes SA enrollment.									
ARB406	Advanced Arabic II	Aboushanab, SA Program Instructor	100	5	S,SU	21	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Includes SA enrollment.									
ARB407	4th Year Arabic I	Aboushanab, SA Program Instructor	100	3	F,S	8	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Includes SA enrollment.									



Course #	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	16-17 Undergrad Enrollment	16-17 Grad Enrollment	To Be Offered 2017-18	To be offered 2018-19	NRC Grant Funded 2018-19
ARB408	4th Year Arabic II	Aboushanab	100	3	S	7	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB424A	Conversational Levantine Arabic I	SA Program Instructor	100	3	SU	4	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: SA course.									
ARB424B	Conversational Levantine Arabic II	Al-Khudair, SA Program Instructor	100	3	S,SU	14	2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Includes SA enrollment.									
ARB426	Introduction to Arabic Linguistics Crosslisted: LING	Farwaneh	100	3	F			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ARB427A	Colloquial Moroccan Arabic	Adeghoui, SA Program Instructor	100	3	S	1	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: 1st-year level. Includes SA enrollment.									
ARB427A	Colloquial Moroccan Arabic	SA Program Instructor	100	3	S	1	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: 3rd-year level. It has never been offered at this level before. SA course.									
ARB484A	Intermediate Levantine Arabic I	Al-Khudair, SA Program Instructor	100	3	F,SU	13	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: Includes SA enrollment.									
ARB484B	Intermediate Levantine Arabic II	SA Program Instructor	100	3	SU	2	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: SA course.									
ARB496B	Arabic Language Variation in the Middle East and North Africa	Azaz	100	3	S			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: 5th-year Modern Standard Arabic. New course.									
ARB496B	Arabic Media	SA Program Instructor, S'hiri	100	3	F			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: 3rd-year MSA. SA course with same title offered in S18.									
ARB496B	Colloquial Arabic III	SA Program Instructor	100	3	S			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: 3rd-year Moroccan. SA course									
ARB496B	Intermediate Arabic Media	S'hiri	100	3	F	9	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: New course.									
ARB496B	Major Field Elective: Contemporary Arabic Literature	SA Program Instructor	100	3	F	5	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: 4th-year Modern Standard Arabic. SA course.									

Course #	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	16-17 Undergrad Enrollment	16-17 Grad Enrollment	To Be Offered 2017-18	To be offered 2018-19	NRC Grant Funded 2018-19
ARB496B	Minorities in the Arab World	Farwaneh, Rahmouni	100	3	S			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: 4th-year Modern Standard Arabic. New course created with NRC funds.									
ARB496B	Modern Standard Arabic & Media: Advanced I	SA Program Instructor	100	3	SU	2	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: 5th-year Modern Standard Arabic. SA course.									
ARB496B	Multimodal Literacy in Arabic	S'hiri	100	3	S	7	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: Prerequisite 4 years of Arabic.									
ARB496B	Oral Expression	SA Program Instructor	100	3	S	2	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: 4th-year Modern Standard Arabic. SA course.									
ARB496B	Special Topics in Arabic Studies	SA Program Instructor	100	3	F	4	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: 4th-year Modern Standard Arabic. SA course									
ARB496B	Special Topics in Arabic Studies	SA Program Instructor	100	3	F	5	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: 2nd-year Moroccan Arabic. SA course.									
ARB496M	Phonology and Morphology of Arabic Dialects	Farwaneh	100	3	F			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: ANTH, LING									
	Notes: New course.									
ARB496M	Special Topics in Arabic Linguistics	SA Program Instructor	100	3	F	1	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: 5th-year Modern Standard Arabic. SA course.									
ARB498	Senior Capstone	Farwaneh	100	1-3	F,S			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB499	Independent Study	Aboushanab, Farwaneh, Noorani, S'hiri, SA Program Instructor	100	1-6	F,S	50	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Includes SA enrollments.									
ARB499H	Honors Independent Study	Farwaneh, Noorani, S'hiri	100	1-6	F,S	4	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB505	Advanced Arabic I	Aboushanab	100	5	F	0	5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB506	Advanced Arabic II	Aboushanab	100	5	S	0	3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB507	4th Year Arabic I	Aboushanab	100	3	F			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB508	4th Year Arabic II	Aboushanab	100	3	S			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Course #	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	16-17 Undergrad Enrollment	16-17 Grad Enrollment	To Be Offered 2017-18	To be offered 2018-19	NRC Grant Funded 2018-19
ARB526	Introduction to Arabic Linguistics Crosslisted: LING	Farwaneh	100	3	F			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ARB584A	Intermediate Levantine Arabic I	Al-Khudair	100	3	F	0	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ARB596B	Arabic Language Variation in the Middle East and North Africa  Notes: 5th-year Modern Standard Arabic. New course.	Azaz	100	3	S			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB596B	Arabic Media  Notes: 3rd-year Modern Standard Arabic.	S'hiri	100	3	F			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB596B	Intermediate Arabic Media  Notes: New course.	S'hiri	100	3	F	0	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB596B	Minorities in the Arab World  Notes: 4th-year Modern Standard Arabic. New course created with NRC funds.	Farwaneh, Rahmouni	100	3	S			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ARB596M	Phonology and Morphology of Arabic Dialects Crosslisted: ANTH, LING, SLAT Notes: New course.	Farwaneh	100	3	S	0	5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB599	Independent Study	Farwaneh, Noorani	100	1-3	F,S			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ARB699	Independent Study	S'hiri	100	1-3	F,S			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Arid Lands Resource Science

ARL565	Physical Aspects of Arid Lands Crosslisted: GEOG Notes: Includes arid lands in the Middle East.	Marsh	25-49	3	F	0	13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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## Classics

CLAS160D3	Crime and Punishment in the Ancient World  Notes: Explores the history of criminal justice systems in the ancient Mediterranean through close examination of select primary sources. Includes Pharaonic Egypt and Mesopotamia.	Bauschatz	25-49	3	W,S,SU	56	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLAS306	The Transformation of Society: Christianity in the Greco-Roman World Crosslisted: RELI Notes: Investigates the transformations in the Mediterranean world as Christianity emerged from Judaism and became the established religion of the region. Covers history of the Jews, Christians, and biblical lands. SA enrollments included.	Adamson, Friesen	50-74	3	F,S,SU	20	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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CLAS343	Art and Archaeology of Ancient Egypt Crosslisted: ANTH, ARC, ARH, MENA Notes: SA course.	SA Program Instructor	100	3	SU	1	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLAS362	Women and Gender in Antiquity Crosslisted: GWS Notes: Includes Egypt.	Skinner	25-49	3	F	26	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CLAS400	Topics in Egyptology: Ancient Gods and Goddesses Crosslisted: ANTH, MENA Notes: New course.	Creasman	100	3	F	41	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLAS400	Topics of Egyptology: Archaeological Sites and Discoveries Crosslisted: ANTH, MENA Notes: New course.	Creasman	100	3	F			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLAS400	Topics of Egyptology: Experiencing Ancient Egypt's Great Sites (and Museums) Crosslisted: ANTH, MENA Notes: SA course. New course.	Creasman	100	3	SU	5	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLAS500	Topics in Egyptology: Ancient Gods and Goddesses Crosslisted: ANTH, MENA Notes: New course.	Creasman	100	3	F	1	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLAS500	Topics of Egyptology: Archaeological Sites and Discoveries Crosslisted: ANTH, MENA Notes: New course.	Creasman	100	3	F			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLAS500	Topics of Egyptology: Experiencing Ancient Egypt's Great Sites (and Museums) Crosslisted: ANTH, MENA Notes: SA course. New course.	Creasman	100	3	SU	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Critical Languages

CRL101	Elementary Hindi I	Various Critical Language Program tutors	100	4	F,S,SU	22	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Course #	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	16-17 Undergrad Enrollment	16-17 Grad Enrollment	To Be Offered 2017-18	To be offered 2018-19	NRC Grant Funded 2018-19
CRL101	Elementary Kazakh I	TBD	100	4-5	S,SU			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Kazakh will be offered during the Summer 2018 study abroad program in Kazakhstan under an undetermined course number.									
CRL101	Elementary Kurdish I	Çiviroğlu	100	4	F,S	0	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CRL101	Elementary Urdu	Various Critical Language Program tutors	100	4-5	F			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: New course.									
CRL102	Elementary Hindi II	Various Critical Language Program tutors	100	4	F,S,SU	27	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CRL197A	Elementary Language Study: Urdu	Various Critical Language Program tutors	100	1-6	F			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Workshop. New course Fall 2017.									
CRL201	Intermediate Hindi I	Various Critical Language Program tutors	100	4	F,S,SU	9	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CRL201	Intermediate Kurdish I	Çiviroğlu	100	4	F,S	1	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: New course.									
CRL202	Intermediate Hindi II	Various Critical Language Program tutors	100	4	F,S	8	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CRL297A	Intermediate Language Study: Urdu	Various Critical Language Program tutors	100	1-6	S			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: Workshop. New course Spring 2018.									
CRL301	Advanced Hindi I	Various Critical Language Program tutors	100	3	F,S	4	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CRL302	Advanced Hindi II	Various Critical Language Program tutors	100	3	F,S	6	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CRL397A	Advanced Language Study: Hindi	Various Critical Language Program tutors	100	3-6	F,S	8	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Workshop. CRL302 is a prerequisite.									

Course #	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	16-17 Undergrad Enrollment	16-17 Grad Enrollment	To Be Offered 2017-18	To be offered 2018-19	NRC Grant Funded 2018-19
CRL497A	Specialized Language Study: Hindi	Various Critical Language Program tutors	100	6	F,S	2	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notes: Workshop. CRL397A is a prerequisite.										

## Economics

ECON308	World Economic History	Artunç	25-49	3	F,S	40	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notes: Includes Ottoman economic history.										
ECON309	European Economic History until the Industrial Revolution	Artunç	25-49	3	F			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notes: Includes Ottoman economic history.										
ECON696X	Economic History I	Artunç	25-49	3	S	0	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes: Includes Ottoman economic history.										

## English

ENGL220A	Literature of the Bible Crosslisted: RELI	Klotz	100	3	F	44	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ENGL220B	Literature of the Bible Crosslisted: RELI	Klotz, Willard	100	3	F,S	30	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ENGL280	Introduction to Literature	Gramling	25-49	3	S			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes: The curriculum includes Middle Eastern literature translated into English.										
ENGL362	Introduction to Rhetorical Theory, Inquiry, and Practice	Abraham	50-74	3	F,S			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notes: Half of the course will cover the histories of rhetoric and the other half will be on Israel/Palestine-related themes.										

## English, UA South

ENGV300	Literature and Film	DiRoberto	50-74	3	F			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes: This new course was designed to include Middle East content by International Studies Partnership Program (ISPP) Fellow DiRoberto.										
ENGV310	Studies in a Literary Genre: The "Turk Play" in Early Modern England	DiRoberto	100	3	S			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes: This new course examines the substitutions & syntax of early modern "Turk" plays & the evolution of tropes—that alternatingly value alterity & perpetuate bias—in representations of the Middle East in Early Modern England. Designed by ISPP Fellow DiRoberto										

Course #	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	16-17 Undergrad Enrollment	16-17 Grad Enrollment	To Be Offered 2017-18	To be offered 2018-19	NRC Grant Funded 2018-19
ENGV431B	Shakespeare	DiRoberto	25-49	3	F			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notes: ISPP Fellow DiRoberto is adding a module to this course that will pair Shakespeare's works with ME literature. New course.										

## eSociety

ESOC315	Publishing: Papyrus to E-Book Readers	Lenhart	25-49	3	F,S	76	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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## French

FREN447	Islam in the Francophone World	Bourget	100	3	S	8	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FREN547	Islam in the Francophone World	Bourget	100	3	S	0	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Geography & Development

GEOG311E	Geography of the Middle East Crosslisted: MENA	Marshall	100	3	S	12	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GEOG378	Global Human Rights Crosslisted: HIST Notes: Includes segments on Israel/Palestine, the War on Terror, Kurds in Turkey, and Afghanistan.	Snyder	25-49	3	S	50	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Geosciences

GEOS597B	Field School in Egyptian Archaeology Crosslisted: ANTH, ARH, MENA	Creasman	100	2	F			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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## German Studies

GER512	Minority Discourses: Refuge	Gramling	25-49	3	S	0	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes: Examines what "refuge" means in its socio-political contexts. Includes Middle Eastern refugees and uses Middle Eastern authors. New course.										

## Government and Public Service, UA South

Course #	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	16-17 Undergrad Enrollment	16-17 Grad Enrollment	To Be Offered 2017-18	To be offered 2018-19	NRC Grant Funded 2018-19
GPSV474	Politics of Terrorism	Hess	25-49	3	S	11	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Notes: Hess is one of our International Studies Partnership Program fellows.										

## History

HIST160B2	World History to 1600	Milliman	25-49	3	S	27	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HIST203	The Ancient Mediterranean: Power and Identity	Bauschatz	25-49	3	S	29	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes: Explores the history of criminal justice systems in the ancient Mediterranean through close examination of select primary sources. Includes Pharaonic Egypt and Mesopotamia.										
HIST271	History of Christianity	Johnstone, Neufeld	25-49	3	S,SU	22	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crosslisted: RELI										
Notes: Includes early Christianity in the MENA region, the emergence of Islam, and the Crusades.										
HIST381A	History of Muslim Societies I	Atabey, Meyer	100	3	F,S	7	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crosslisted: MENA										
HIST381B	History of Muslim Societies II	Clancy-Smith, Darling, Meyer, Schweig	100	3	ALL	21	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Crosslisted: MENA										
HIST404C	Cleopatra: Power, Passion, Propaganda	Futrell	100	3	F	12	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crosslisted: CLAS										
Notes: New course.										
HIST443	The Environmental History of the Middle East	Schweig	100	3	S			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Crosslisted: MENA										
Notes: New course.										
HIST445	Women in Islamic History	Atabey, Darling	100	3	F	2	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Crosslisted: GWS, MENA, RELI										
HIST450	History of American Foreign Relations Since 1914	Gibbs	25-49	3	S	21	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes: Analyzes basic issues of international relations and foreign policy. Focuses on U.S. as a major power, beginning at the end of the 19th century, the Cold War, and post-9/11 U.S. actions. Includes Afghanistan and Persian Gulf.										
HIST471	A History of Migrations in the Modern ME, NA, and the Mediterranean World, c. 1800-Present	Clancy-Smith	50-74	3	F			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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HIST473	History of Modern India and Pakistan: 1750-Present Crosslisted: MENA Notes: Survey of political, social, and economic developments in South Asia from the mid-18th century to the present. Includes Islamic dynasties.	Eaton	25-49	3	S	9	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HIST479	The Ottoman Empire to 1800 Crosslisted: MENA	Darling	100	3	S	4	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HIST485A	History of the Iranian Plateau: Authority, Religion, and Literature, 633-1501 Crosslisted: MENA Notes: This class is being changed to include optional Persian-language elements for 2018-19.	O'Malley	100	3	F			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HIST486	The Ancient World in Film Notes: Includes Ancient Egypt and the Near East.	Futrell	25-49	3	F			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HIST495E	Struggle and Survival: Modern Mid East and North Africa, c. 1850 - Present Crosslisted: MENA	Clancy-Smith	100	3	S	1	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HIST496C	The Literature of Identity in the Modern Middle East Crosslisted: GWS, MENA	Clancy-Smith	100	3	F			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HIST504C	Cleopatra: Power, Passion, Propaganda Crosslisted: CLAS Notes: New course.	Futrell	100	3	F	0	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HIST543	The Environmental History of the Middle East Crosslisted: MENA Notes: New course.	Schweig	100	3	S			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HIST545	Women in Islamic History Crosslisted: GWS, MENA	Atabey, Darling	100	3	F	0	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HIST571	A History of Migrations in the Modern ME, NA, and the Mediterranean World, c. 1800-Present	Clancy-Smith	50-74	3	F			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HIST573	History of Modern India and Pakistan: 1750-Present Crosslisted: MENA Notes: Survey of political, social, and economic developments in South Asia from the mid-18th century to the present. Includes Islamic dynasties.	Eaton	25-49	3	S	0	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Course #	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	16-17 Undergrad Enrollment	16-17 Grad Enrollment	To Be Offered 2017-18	To be offered 2018-19	NRC Grant Funded 2018-19
HIST579	The Ottoman Empire to 1800 Crosslisted: MENA	Darling	100	3	S			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HIST585A	History of the Iranian Plateau: Authority, Religion, and Literature, 633-1501 Crosslisted: MENA Notes: This class is being changed to include optional Persian-language elements for 2018-19.	O'Malley	100	3	F			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HIST586	The Ancient World in Film Notes: Includes Ancient Egypt and the Near East.	Futrell	25-49	3	F			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HIST595E	Struggle and Survival: Modern Mid East and North Africa, c. 1850 - Present Crosslisted: MENA	Clancy-Smith	100	3	S	0	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HIST596C	The Literature of Identity in the Modern Middle East Crosslisted: GWS, MENA	Clancy-Smith	100	3	F			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HIST696F	Early Modern Europe Notes: Covers Islamic Iberia and Jewish communities in the Near East. New course.	Graizbord	25-49	3	S	0	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Honors Studies

HNRS195H	Jewish Identity, Loss and Resilience in Historical Perspective: From the Bible to Gal Gadot Notes: New course.	Graizbord	25-49	1	S			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HNRS217	Human Rights Voices Notes: Analyzes the challenges in listening to the voices of human rights victims. Includes MENA region.	Simmons	25-49	3	F,S	26	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HNRSXXX	Infrastructure in the Middle East Notes: No course number yet. It will cover "soft infrastructures" such as family, the state, business relations, etc. in addition to roads, electricity, & water infrastructures. New course that will include optional Turkish-language elements. Honors version.	Günel	100	3	S			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Human Rights Practice

HRTS501	Advancing Human Rights Organizations Notes: Focuses on the practical aspects of advancing human rights through NGOs with a special emphasis on some of the dramatic transformations human rights NGOs have undergone in the past couple decades. Includes the MENA region. New course.	Hammer	25-49	3	S			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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PR/Award # P015A180124

Course #	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	16-17 Undergrad Enrollment	16-17 Grad Enrollment	To Be Offered 2017-18	To be offered 2018-19	NRC Grant Funded 2018-19
<b>Journalism</b>										
JOUR402	Media and Terrorism Notes: Investigates how news media portray terrorism and terrorists, and the effects of terrorism and media portrayal of terrorism on the public. Emphasis on MENA region and Islam.	Fahmy, Relly, Zanger	75-99	3	F,S,SU	31	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JOUR496F	Media Coverage of International Crises Crosslisted: MENA Notes: A large portion of the course covers the MENA region.	Zanger	50-74	3	F,S	20	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JOUR497C	Coups and Earthquakes: Reporting the World Notes: Large emphasis on MENA region.	Rosenblum	25-49	3	S	12	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JOUR502	Media and Terrorism Notes: Investigates how news media portray terrorism and terrorists, and the effects of terrorism and media portrayal of terrorism on the public. Emphasis on MENA region and Islam.	Fahmy, Relly, Zanger	75-99	3	F,S,SU	0	3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JOUR596F	Media Coverage of International Crises Crosslisted: MENA Notes: A large portion of the course covers the MENA region.	Zanger	50-74	3	F,S	0	7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JOUR597C	Coups and Earthquakes: Reporting the World Notes: Large emphasis on MENA region.	Rosenblum	25-49	3	S	0	4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Judaic Studies</b>										
JUS103A	Elementary Modern Hebrew I Crosslisted: MENA	Present	100	5	F	37	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS103B	Elementary Modern Hebrew II Crosslisted: MENA	Present	100	5	S	29	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS160D1	Jewish Thought and Culture Notes: Includes Jewish religious beliefs, history in the ancient ME, Zionism, and Israel.	Kaye	50-74	3	S	42	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUS203A	Intermediate Modern Hebrew I Crosslisted: MENA	Maimon	100	5	F	26	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS203B	Intermediate Modern Hebrew II Crosslisted: MENA	Maimon	100	5	S	24	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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JUS301	Jewish Civilization: A "Gateway" Course Notes: Surveys the origins of Judaism and the Hebrew Bible, the Jewish communities in MENA, Zionism, and Israel.	Graizbord, Kaye, Limmer	50-74	3	F,S,SU	53	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS303A	Advanced Modern Hebrew I Crosslisted: MENA	Maimon	100	3	F	12	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS303B	Advanced Modern Hebrew II Crosslisted: MENA	Maimon	100	3	S	8	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS310	Apocalyptic Imagination Crosslisted: RELI Notes: Surveys Jewish and Christian apocalyptic literature.	Wright	100	3	F			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUS321	Women in Judaism Crosslisted: GWS, RELI Notes: Images of Jewish women in Jewish and other texts, including biblical, medieval, and modern sources.	Kaye	100	3	F,SU	56	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS348	Israeli Fiction and Poetry Crosslisted: ENGL, MENA	Kaye	100	3	F,SU	82	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS370A	History of the Jews: Modern Jewish History Crosslisted: HIST, RELI	Kaye, Ribak	25-49	3	ALL	87	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS370B	History of the Jews: The Jew in the Medieval World (to the 17th Century) Crosslisted: HIST, RELI Notes: Includes Jewish history in the Persian and Ottoman Empires, Al-Andalus, and other Islamic empires.	Graizbord, Kaye	25-49	3	F,S,SU	93	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS372A	History and Religion of Israel in Ancient Times -- The Biblical Period Crosslisted: HIST, MENA, RELI	Limmer, Nakhai, Winter	100	3	ALL	131	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS372B	History and Religion of Israel in Ancient Times: Ezra-Nehemiah to the Roman Empire Crosslisted: HIST, MENA, RELI	Elliott, Limmer, Winter, Wright	100	3	ALL	103	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS377	Modern Israel Crosslisted: HIST, MENA, POL Notes: This will also be an SA course in Israel in SU 2018.	Hammer, Ribak, Susser	100	3	ALL	147	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS382B	Jesus, Judaism and Archaeology Crosslisted: ANTH, MENA, RELI Notes: New course.	Elliott	100	3	F			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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JUS384	International Human Rights, Transitional Justice, and Israel Crosslisted: SGPP Notes: This will also be an SA course in Israel in SU 2018.	Hammer	100	3	S,SU	25	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUS387	The History of Anti-Semitism Crosslisted: HIST, RELI Notes: Examines various definitions of anti-Semitism and traces the history of anti-Semitism (or "anti-Judaism") from pre-Christian sources to the birth of Islam, through the period of Muslim expansion and the Crusades, to modern times.	Kaye	25-49	3	W,SU	69	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUS394	Practicum Notes: This will be an SA course in Israel in SU 2018.	Graizbord	100	1-3	SU			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS396	Judaic Studies Special Topics Seminar Notes: Includes Jews in the Middle East and North Africa. New course.	Graizbord	25-49	3	F	1	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS399	Independent Study: Early Judaism and Christianity Notes: This was the particular subject of the independent study enrollment in 2016-17.	Elliott, Graizbord, Hammer	100	3	F,S	1	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS409A	Elementary Biblical Hebrew: Prose Texts Crosslisted: MENA	Nakhai	100	3	F	3	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS409B	Elementary Biblical Hebrew: Poetry Crosslisted: MENA	Nakhai, Wright	100	3	S	4	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS418	Historiography: The Annals of the Arab Israeli Conflict Crosslisted: HIST, MENA, POL	Susser	100	3	F	15	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUS426	The History of Heaven Crosslisted: HIST, RELI Notes: The origins and early evolution of images of the afterlife among the ancient peoples of the Mediterranean basin and Near East. The course will focus on ancient Israelite, biblical, and early Jewish and Christian images.	Wright	50-74	3	F	27	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS435	Kabbalah and Jewish Mysticism Crosslisted: MENA, RELI Notes: Includes biblical sources of Jewish mysticism found with the exilic prophets, Kabbalah in Israel, and Sabbateans of Turkey.	Graizbord	50-74	3	F,S	6	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS438	The Book of Psalms Crosslisted: MENA, RELI	Wright	100	3	F			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUS453	Advanced Hebrew I Crosslisted: MENA	Maimon	100	5	F			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS454	The Spanish Inquisition Crosslisted: HIST, RELI Notes: The Inquisition in Spanish, European, & ethnic history. Includes the Sephardic Jews and Muslims of Spain.	Graizbord	25-49	3	S			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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JUS494	Practicum Notes: This will be an SA course in Israel in SU 2018.	Graizbord	100	1-3	SU			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS509A	Biblical Hebrew: Prose Texts Crosslisted: MENA	Nakhai	100	3	F			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS509B	Elementary Biblical Hebrew: Poetry Crosslisted: MENA	Nakhai	100	3	S			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS518	Historiography: The Annals of the Arab Israeli Conflict Crosslisted: HIST, MENA, POL	Susser	100	3	F	0	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUS526	The History of Heaven Crosslisted: HIST, RELI Notes: The origins and early evolution of images of the afterlife among the ancient peoples of the Mediterranean basin and Near East. The course will focus on ancient Israelite, biblical, and early Jewish and Christian images.	Wright	50-74	3	F	0	2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS535	Kabbalah and Jewish Mysticism Crosslisted: MENA Notes: Includes biblical sources of Jewish mysticism found with the exilic prophets, Kabbalah in Israel, and Sabbateans of Turkey.	Graizbord	50-74	3	F	0	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS553	Advanced Hebrew I Crosslisted: MENA	Graizbord	100	3	F			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JUS554	The Spanish Inquisition Crosslisted: HIST, RELI Notes: The Inquisition in Spanish, European, & ethnic history. Includes the Sephardic Jews and Muslims of Spain.	Graizbord	25-49	3	S			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUS596A	Core Seminar: Approaches to Jewish Studies Notes: Most of this course is focused on Israel.	Nakhai	75-99	3	S			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Middle Eastern & North African Studies

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MENA150C1	Islamic Civilization: Traditional and Modern Middle East	Badareen, Hamdan, Isselmou, Spellman, Tarantini	100	3	F,S,SU	99	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA160A1	The Religion of Islam	Badareen, Hamdan, Isselmou, Lucas, Nassar, Rahmouni, Rabinovich, Tarantini	100	3	ALL	391	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA160A2	Middle Eastern Humanities	Adeli, Ebrahimian, Herman, Hudson, Rahmouni	100	3	ALL	278	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes: Includes the dual-credit Cholla High School course taught by Adeli each spring.

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MENA277A	History of the Middle East  Crosslisted: HIST, RELI	Atakan, Badareen, Isselmou, Khoshkhoosani, Lucas, O'Malley, Ould Meiloud	100	3	F,S,SU	266	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA277B	History of the Middle East: Modern Middle East Crosslisted: HIST	Adeli, Fortna, Klenk, Nassar	100	3	F,S,SU	178	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA330	Languages & Societies of the Middle East Crosslisted: ANTH, LING	Farwanah, Jones	100	3	F,S,SU	56	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA334	Islamic Thought  Crosslisted: RELI	Hamdan, Isselmou, Lucas, Mehin Jafarabadi, Noorani	100	3	F,S,SU	75	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA340	Persian World Notes: New course.	Talattof	100	3	S	13	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA344	Genealogies of ISIS Crosslisted: POL Notes: New course.	Hudson	100	3	F,S			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA353	Islamic Spirituality Through the Poetry of Rumi Crosslisted: PRS Notes: New course.	O'Malley	100	3	S			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENA365	Muslim Views of the West Crosslisted: RELI	Noorani	100	3	S	5	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENA375	Ethnography of the Middle East Crosslisted: ANTH	Günel	100	3	S	6	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENA380	The Middle East and North Africa since the "Arab Spring" Crosslisted: HIST	Herman, Rahmouni, Wolfley	100	3	F,S	10	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA385	Introduction to Political Islam  Crosslisted: HIST, POL	Ebrahimian, Isselmou, Klenk, Rabinovich	100	3	F,S,SU	47	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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MENA389	Middle Eastern Ethnic and Religious Minorities  Crosslisted: ANTH, HIST, JUS, POL, RELI	Hamdan, Herman, O'Malley, Rabinovich, Rahmouni, Sanders	100	3	F,S,SU	55	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA391	Preceptorship	S'hiri	100	3	S			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENA393	Internship  Notes: SA internships in Morocco.	SA Program Instructor	100	2	F,S	9	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA408A	Islamic Movements in the Contemporary Muslim World Crosslisted: ANTH, HIST, POL, RELI	Talattof	100	3	F	19	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA430A	Language and Society in the Middle East Crosslisted: ANTH, LING	Farwaneh	100	3	F,S	6	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENA456	Jews of the Islamic World in the Modern Period (1840-Present) Crosslisted: JUS, RELI	Rahmouni	100	3	S	6	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENA463	Gender Issues and Women's Literature in the Middle East Crosslisted: GWS	Talattof	100	3	S			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENA466	The Middle Eastern City and Islamic Urbanism Crosslisted: GEOG	Günel	100	3	F	1	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA471	Iranian Cinema, Gender Issues, and Social Change Crosslisted: GWS, PRS	Talattof	100	3	F			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENA480	The Middle East in the 20th Century Crosslisted: HIST	Wolfley	100	3	S			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENA484	History of the Arab/Israeli Conflict, 1800 to Present Crosslisted: HIST, POL	Nassar	100	3	S	46	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENA490	Women in Middle Eastern Society Crosslisted: ANTH, GWS	Hudson, Sanders	100	3	F,S	18	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA496B	Arab Thinkers Across the Ages  Notes: 5th-year Modern Standard Arabic. SA course.	SA Program Instructor	100	3	S	4	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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MENA496B	Colloquial Arabic III	SA Program Instructor	100	3	S	4	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: 3rd-year Moroccan. It has never been offered at this level before. SA course.									
MENA496B	Directed Field Research	SA Program Instructor	100	3	S	4	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Students work in the community based on their interests. 3rd-year Moroccan. SA course.									
MENA496B	Gulf Studies	Günel	100	3	F			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: New course.									
MENA496B	ISIS	Hudson	100	3	F	1	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: New course.									
MENA496B	Islamic Studies	SA Program Instructor	100	3	S			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: 5th-year MSA. SA course.									
MENA496B	Palestinian Culture and Society	Nassar	100	3	S			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: New course.									
MENA496B	Political History of Cyprus	SA Program Instructor	100	3	SU	3	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: SA course. New course.									
MENA496B	Science and Society in the Middle East	Günel	100	3	S	1	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: New course. Will be offered as a 300-level course in Spring 2019.									
MENA496B	Space, Culture, and Representation	Noorani	100	3	S			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: Uses spatial representation theories to explore cultural difference by examining Orientalism, contemporary methods of addressing spatial representation in ME contexts & cultural works. New course.									
MENA496B	Translation of Modern Middle Eastern Prose	SA Program Instructor	100	3	S			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: 5th-year MSA. SA course.									
MENA496D	The Late Ottoman Empire	Fortna	100	3	F	1	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: HIST									
	Notes: New course.									
MENA496G	Islamic Law and Society	Lucas	100	3	S			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: RELI									
MENA496S	Colonialism and the Critique of Modernity	Noorani	50-74	3	F			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Crosslisted: HIST, POL									
	Notes: Considers the relationship between modernity and colonialism by investigating how intellectuals in colonized lands have understood and critiqued modernity in comparison with Western theories. Includes MENA region.									

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MENA498	Senior Capstone	Betteridge, Nassar, Noorani	100	1-3	F,S	12	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA498H	Honors Thesis	Ghosn, Hudson, Lucas, Nassar, Noorani, Zanger	100	3	F,S	6	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA499	Independent Study	Nassar	100	1-5	F			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA4XX	Infrastructure in the Middle East	Günel	100	3	S			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Notes: There is no course number yet. It will cover "soft infrastructures" such as family, the state, business relations, etc. in addition to roads, electricity, & water infrastructures. New course that will include optional Turkish-language elements.									
MENA508A	Islamic Movements in the Contemporary Muslim World Crosslisted: ANTH, HIST, POL, RELI	Talattof	100	3	F	0	3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA530A	Language and Society in the Middle East Crosslisted: ANTH, LING, SLAT	Farwaneh	100	3	F,S	0	4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENA563	Gender Issues and Women's Literature in the Middle East Crosslisted: GWS	Talattof	100	3	S			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENA566	The Middle Eastern City and Islamic Urbanism Crosslisted: GEOG	Günel	100	3	F	1	2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA571	Iranian Cinema, Gender Issues, and Social Change Crosslisted: GWS, PRS	Talattof	100	3	F			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENA584	History of the Arab/Israeli Conflict, 1800 to Present Crosslisted: HIST	Nassar	100	3	S	1	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENA590	Women in Middle Eastern Society Crosslisted: ANTH, GWS	Hudson	100	3	F,S	1	9	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA595D	Middle East Theories/Controversies	Nassar, Noorani	100	3	F	0	4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA596B	Critical Language Teaching: Methods in Pedagogy Notes: Middle Eastern languages. New course.	S'hiri	100	3	S			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENA596B	Gulf Studies Notes: New course.	Günel	100	3	F			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA596B	ISIS Notes: New course.	Hudson	100	3	F	0	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Course #	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	16-17 Undergrad Enrollment		16-17 Grad Enrollment	To Be Offered 2017-18	To be offered 2018-19	NRC Grant Funded 2018-19
MENA596B	Palestinian Culture and Society Notes: New course.	Nassar	100	3	S				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENA596B	Science and Society in the Middle East Notes: New course.	Günel	100	3	S	0	2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENA596B	Space, Culture, and Representation Notes: Uses spatial representation theories to explore cultural difference by examining Orientalism, contemporary methods of addressing spatial representation in ME contexts & cultural works. New course.	Noorani	100	3	S				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENA596D	The Late Ottoman Empire Crosslisted: HIST Notes: New course.	Fortna	100	3	F	0	4		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENA596G	Islamic Law and Society Crosslisted: LAW, RELI	Lucas	100	3	S				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENA596S	Colonialism and the Critique of Modernity Crosslisted: HIST, POL Notes: Considers the relationship between modernity and colonialism by investigating how intellectuals in colonized lands have understood and critiqued modernity in comparison with Western theories. Includes MENA region.	Noorani	50-74	3	F				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MENA599	Independent Study	Betteridge, Farwaneh, Ghosn, Hudson, Lucas, Nassar, Noorani, Talattof	100	1-5	F,S,SU	0	2		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA5XX	Infrastructure in the Middle East Notes: There is no course number yet. It will cover "soft infrastructures" such as family, the state, business relations, etc. in addition to roads, electricity, & water infrastructures. New course that will include optional Turkish-language elements.	Günel	100	3	S				<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MENA696J	Ethnography of the Middle East: Issues and Methods Crosslisted: ANTH	Betteridge	100	3	F	0	7		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA696Y	Nationalism and Islam	Noorani	100	3	F	0	14		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA699	Independent Study	Betteridge, Farwaneh, Hudson, Lucas, Nassar, Noorani, Talattof	100	1-3	F,S	0	4		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA799	Independent Study	Betteridge, Farwaneh, Fortna, Hudson, Lucas, Nassar, Noorani, S'hiri	100	1-6	F,S	0	14		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

PR/Award # P015A180124

Course #	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	16-17 Undergrad Enrollment		16-17 Grad Enrollment	To Be Offered 2017-18	To be offered 2018-19	NRC Grant Funded 2018-19
MENA909	Master's Report	Betteridge, Farwaneh, Fortna, Hudson, Lucas, Nassar, Noorani, Talattof	100	1-6	ALL	0	4		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA910	Thesis	Betteridge, Farwaneh, Fortna, Hudson, Lucas, Nassar, Newhall, Noorani, S'hiri, Talattof	100	1-6	ALL	0	12		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MENA920	Dissertation	Betteridge, Farwaneh, Fortna, Hudson, Lucas, Nassar, Noorani, S'hiri, Talattof	100	1-9	F,S,SU	0	24		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Music

MUS344	Arab and Asian Music	Post	50-74	3	S	15	0		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MUS696F	Ethnomusicology	Post	25-49	3	S	0	7		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes: Case studies include discussions of ME music and culture, specifically Persian classical music, Islamic religious music, and women's music in Afghanistan.

## Persian

PRS101	Elementary Persian I	Parastesh, Talattof	100	5	F	14	1		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS102	Elementary Persian II	Khoshkhoosani, Parastesh	100	5	S	14	1		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS199	Independent Study	Talattof	100	1-3	F,S				<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS299	Independent Study	Talattof	100	3	F				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS399	Independent Study	Talattof	100	1-3	F,S				<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS401	Intermediate Persian I	Mehin Jafarabadi	100	5	F	5	0		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS402	Intermediate Persian II	Mehin Jafarabadi	100	5	S	6	0		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS403	Advanced Persian I	Talattof	100	3	F	2	0		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Course #	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	16-17 Undergrad Enrollment	16-17 Grad Enrollment	To Be Offered 2017-18	To be offered 2018-19	NRC Grant Funded 2018-19
PRS404	Advanced Persian II	Talattof	100	3	S	3	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS407	4th Year Persian I	Talattof	100	3	F			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS498	Senior Capstone	Talattof	100	1-3	F,S			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS499	Independent Study	Talattof	100	1-6	F,S			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS503	Advanced Persian I	Talattof	100	3	F	0	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS504	Advanced Persian II	Talattof	100	3	S			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS507	4th Year Persian I	Talattof	100	3	F			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS508	4th Year Persian II	Talattof	100	3	S	0	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS596A	Poetry for the Prince: Medieval Persian Literature & the Royal Court	O'Malley	100	3	F			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRS599	Independent Study	Talattof	100	1-6	F,S			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PRS699	Independent Study	Talattof	100	1-3	F,S			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Philosophy

PHIL325	Jewish Philosophy Crosslisted: JUS	Ribak	50-74	3	F			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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## Political Science

POL465	International Politics of the Middle East Crosslisted: MENA	Ghosn	100	3	F	24	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
POL546A	Politics of Islamism Notes: New course.	Türker	75-99	3	F,S			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
POL559A	Comparing US and EU Democracy Promotion Policy in the MENA Region	Maggi	75-99	3	F	0	23	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
POL565A	International Politics of the Middle East	Ghosn	100	3	S	0	25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
POL588A	The Politics of Energy Security Notes: Focuses on energy policy and energy security understood in the context of global and Eurasian politics and international relations. New course.	Beznosov, Türker	25-49	3	F,S	0	19	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

NRC Grant Funded 2018-19										
To be offered 2018-19										
To Be Offered 2017-18										
16-17 Grad Enrollment										
16-17 Undergrad Enrollment										
Term Offered										
Total Course Credits										
% M.E. Content										
Course #	Course Title	Instructor								
Religious Studies										
RELI160D2	Judaism, Christianity, Islam: Abrahamic Religions	Adamson	50-74	3	F,S,SU	22	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Examines the history and basic teachings of Islam, Christianity, and Judaism.									
RELI160D3	Love in World Religions	Jameson	25-49	3	S,SU	140	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: Investigates the various conceptions of love in world religions. Includes Islam, Sufism, Christianity, and the Jewish prophets.									
RELI280	Introduction to the Bible: New Testament	Friesen, SA Program Instructor	75-99	3	SU			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Being offered SU 18 as an SA course. New course.									
Russian and Slavic Studies										
RSSS195A	Kazakhstan - Heart of Eurasia	Dotton, SA Program Instructor	100	1	F,S,SU	20	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Includes SA enrollment.									
RSSS304	A History of Soviet and Post-Soviet Film	Caffee	25-49	3	F	34	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: Includes film from Central Asia, the Caucasus, and the Near East.									
Sociology										
SOC414	Sociology of Terrorism	Green	50-74	3	S	73	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: Emphasis on Al-Qaeda, 9/11, and Sayyid Qutb and radical Islam.									
Spanish										
SPAN220	Immigration through Film	Urrea	25-49	3	F	17	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Notes: MENA content.									
Teaching, Learning & Sociocultural Studies										

Course #	Course Title	Instructor	% M.E. Content	Total Course Credits	Term Offered	16-17 Undergrad Enrollment	16-17 Grad Enrollment	To Be Offered 2017-18	To be offered 2018-19	NRC Grant Funded 2018-19
TLS286	Global Citizenship: Reading the World and the Word	Lee	25-49	3	F,S	31	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: Global citizenship as open-minded critical perspectives on diverse cultures is explored through scholarly readings and children's and adolescent literature set in global contexts. MENA content.									
TLS386	Global Citizenship: Reading the World and the Word	Lee	25-49	3	S			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Notes: This course changed its catalog number in Spring 2018 from TLS286.									

## Turkish

TURK101	Beginning Turkish I	Ciziri, Okal	100	5	F	31	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TURK102	Beginning Turkish II	Ciziri, Okal	100	5	S	25	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TURK401	Intermediate Turkish I	Okal, SA Program Instructor	100	5	F,SU	12	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Notes: Includes SA enrollment.									
TURK402	Intermediate Turkish II	Okal, SA Program Instructor	100	5	S,SU	11	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Notes: Includes SA enrollment.									
TURK403	Advanced Turkish I	Acar, Okal	100	3	F,SU			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Notes: This course will be offered online in Summer 2018.									
TURK404	Advanced Turkish II	Okal	100	3	S			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TURK407	4th Year Turkish I	Okal	100	3	F			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TURK408	4th Year Turkish II	Okal	100	3	S			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TURK499	Independent Study	Okal	100	1-3	F,S	2	0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TURK503	Advanced Turkish I	Okal	100	3	F	0	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TURK504	Advanced Turkish II	Okal	100	3	S	0	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TURK507	4th Year Turkish I	Okal	100	3	F			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TURK508	4th Year Turkish II	Okal	100	3	S			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TURK599	Independent Study	Okal	100	1-5	F,S			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TURK699	Independent Study	Okal	100	1-3	F,S			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

# University of Arizona Center for Middle Eastern Studies

## Appendix: Performance Measure Forms

### Project Goal 1: Increase international studies knowledge and curriculum content in community colleges and MSIs

*BL = Baseline, T = Target*

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. Ten CMES International Studies Partnership Program (ISPP) Fellows develop new international studies curriculum at Cochise College, Maricopa County Community College District (MCCCD) and UA South by the end of the grant period.	1a. Recruit associates as ISPP Fellows at Cochise College, MCCCD, and UA South.	1ai. Number of associates recruited.	Annual	CMES records	0	2	3	3	2
2. Ten ISPP Fellows incorporate and share international course content by the end of the grant period.	2a. ISPP Fellows develop/revise courses.	2ai. Number of courses developed/revised.	Annual	CMES records	0	2	3	3	2
	2b. Courses are taught.	2bi. Number of courses taught.	Annual	ISPP Fellow reports and department head confirmation	0	0	2	4	4



**Project Goal 1: Increase international studies knowledge and curriculum content in community colleges and MSIs***BL = Baseline, T = Target*

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
3. CMES will share Middle East studies expertise through presentations at six conferences for community college/MSI faculty by the end of the grant period.	3a. CMES contributes ME studies speakers to Maricopa County Community College District (MCCCD) Global Forums.	3ai. Number of speakers sent.	Two times	CMES and MCCCD records	0	0	2	1	0
		3aii. Number of MCCCD Global Forum participants.	Two times	MCCCD records	0	0	40	40	0
	3b. CMES holds international studies workshops for community college/MSI faculty, in conjunction with other UA international studies centers.	3bi. Number of workshops held.	Annual	CMES records	0	1	1	1	1
		3bii. Community college/MSI faculty participation in workshops.	Annual	CMES records	0	20	25	25	25

**Project Goal 2: Strengthen and diversify UA MES area studies and language programs***BL = Baseline, T = Target*

<b>Performance Measures</b>	<b>Activities</b>	<b>Data Indicators</b>	<b>Frequency</b>	<b>Data Source</b>	<b>BL</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
1. Increase by three the number of UA ME area studies courses incorporating ME-language learning options by the end of the grant period.	1a. Faculty member creates and teaches a new course, "Persian Kingship," incorporating Persian language-learning options.	1ai. Create the course.	One time	University records	0	1	0	0	0
		1aii. Teach the course.	One time	University records	0	1	0	0	0
	1b. Faculty member substantially revises and teaches "Infrastructure in the ME," incorporating Turkish language-learning options.	1bi. Create the course.	One time	University records	0	0	1	0	0
		1bii. Teach the course.	One time	University records	0	0	0	1	0
	1c. Faculty member creates and teaches a new course, "Politics of Language in the ME."	1ci. Create the course.	One time	University records	0	0	1	0	0
		1cii. Teach the course.	One time	University records	0	0	0	1	0

**Project Goal 2: Strengthen and diversify UA MES area studies and language programs***BL = Baseline, T = Target*

<b>Performance Measures</b>	<b>Activities</b>	<b>Data Indicators</b>	<b>Frequency</b>	<b>Data Source</b>	<b>BL</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
2. Pilot methods for development of linguistic complexity in learners of Arabic as a foreign language in one elementary Arabic course by the end of the grant period.	2a. Apply new pedagogical methods for development of linguistic complexity in an ARB 101 course.	2ai. Teach the course, using the new pedagogical methods.	One time	University records	0	0	1	0	0
	2b. Disseminate information about the new approach to developing linguistic complexity in second language learners, with Arabic as the example.	2bi. Present pilot course results at the Western Consortium ME language workshop.	One time	University records	0	0	0	1	0
		2bii. Number of workshop participants who attend the presentation.	One time	University records	0	0	0	20	0

**Project Goal 2: Strengthen and diversify UA MES area studies and language programs***BL = Baseline, T = Target*

<b>Performance Measures</b>	<b>Activities</b>	<b>Data Indicators</b>	<b>Frequency</b>	<b>Data Source</b>	<b>BL</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
3. By the end of the grant period, increase by two the number of social sciences tenure-track faculty with MES expertise, each of whom creates and teaches a new course.	3a. Hire one new social sciences tenure-track faculty member in Health in the ME.	3ai. Search conducted and faculty member hired.	One time	University records	0	1	0	0	0
		3aii. New ME health-related course created by new hire.	One time	University records	0	0	1	0	0
		3aiii. New course is taught	One time	University records	0	0	0	1	0
	3b. Hire one new social sciences tenure-track faculty member in Human Rights in the ME.	3bi. Search conducted & faculty member hired.	One time	University records	0	0	0	1	0
		3bii. New ME human rights-related course created by new hire.	One time	University records	0	0	0	0	1
		2bii. New course is taught.	One time	University records	0	0	0	0	1

**Project Goal 3: Internationalize teacher training through extended collaboration with UA College of Education (CoE)***BL = Baseline, T = Target*

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. 20 UA College of Education (CoE) students (pre-service teachers) receive certificate in the International Curriculum Certificate (ICC) program by the end of the grant period.	1a. Recruitment/enrollment of CoE students	1ai. Number of students enrolled.	Annual	CoE ICC project records	0	15	20	20	20
	1b. Awarding of certificates.	1bi. Number of certificates awarded.	Annual	CoE ICC project records	0	0	3	7	10
2. International Curriculum Certificate program results will be disseminated to 50 education faculty, teacher trainers, and teachers through presentations at local and national workshops and conferences by the end of the grant period.	2. UA CoE ICC project personnel present results of the ICC program at local and national conferences.	2ai. Number of presentations given about ICC program.	Twice, years 3 and 4	CoE ICC project records CMES records	0	0	0	2	2
		2aii. Number of education faculty, teacher trainers, and teachers who attend the presentations.	Twice, years 3 and 4	CoE ICC project records CMES records	0	0	0	20	35

## FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

([www.Grants.gov](http://www.Grants.gov) Part III/Other Attachments Form)

**Type of Application (check all that apply)**

- ☐ Comprehensive National Resource Center  
☒ Undergraduate National Resource Center  
☒ Foreign Language and Area Studies Fellowships

**Federal Funds Requested**

NRC Request

Year 1: \$246,486 Year 2: \$239,905 Year 3: \$251,026 Year 4: \$248,876

FLAS Request

Year 1: \$315,000 Year 2: \$315,000 Year 3: \$315,000 Year 4: \$315,000

**Type of Applicant**

- ☒ Single institution Arizona Board of Regents, University of Arizona  
☐ Consortium of institutions  
☐ Lead \_\_\_\_\_  
☐ Partner 1 \_\_\_\_\_  
☐ Partner 2 \_\_\_\_\_  
☐ Partner 3 \_\_\_\_\_

**NRC (Center, Institute, Program) Focus**

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- |  |  |
|--|--|
| <input type="checkbox"/> AFRICA                          | <input checked="" type="checkbox"/> MIDDLE EAST          |
| <input type="checkbox"/> CANADA                          | <input type="checkbox"/> PACIFIC ISLANDS                 |
| <input type="checkbox"/> EAST ASIA/PAN ASIA              | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE                          | <input type="checkbox"/> SOUTH ASIA                      |
| <input type="checkbox"/> INTERNATIONAL                   | <input type="checkbox"/> SOUTHEAST ASIA                  |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE                  |

**FLAS-eligible Languages:** These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Arabic, Hebrew, Persian, Turkish

June 18, 2018

Dear National Resource Center/FLAS Selection Committee,

I am delighted to write in enthusiastic support for the proposal to support the University of Arizona (UA) Center for Middle Eastern Studies (CMES) as a National Resource Center and for Foreign Language and Area Studies fellowships. CMES has a long and distinguished history at the UA and innovative plans to develop Middle East studies on campus and in the wider community.

Activities proposed by the CMES support UA's future plans, as global engagement is one of our four strategic pillars and infuses our other pillars on student success, research challenges, and community impact. CMES' distinctive role in this strategy will be to elevate Middle East studies and Middle East language expertise to inform UA's internationalization efforts, ranging from our growing network of UA Global micro-campuses, to internal grant competitions to support international program development and research partnerships.

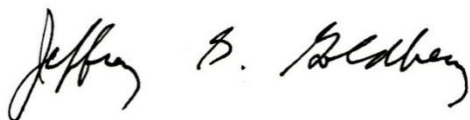
CMES will become the first Middle East Studies NRC based at a Hispanic Serving Institution (HSI). As one of only three AAU members to have earned the HSI designation, UA has a distinctive responsibility for and commitment to serving diverse populations in our region. CMES will contribute to this mission through its extensive programs of K-14 and public outreach and collaborations that place key regional concerns in comparative international context, including migration, security, health, and sustainability in arid lands. In light of our distinctive demographics and location near an international border, an award to CMES will contribute importantly to fostering understanding of the Middle East, an arid region that shares many features and concerns with southern Arizona.

Anne H. Betteridge, Director of CMES, will continue to be an outstanding leader of the center. She gained leadership experience in the field of Middle East Studies as executive director of the Middle East Studies Association from 1990-2002. She has demonstrated strong leadership skills as Director of CMES since 2001, guiding the center in building a unit that is supportive of international studies initiatives across campus and that features extraordinary outreach program with national reach. She is active in service at the UA, for example on the Roshan Graduate Interdisciplinary Program in Persian & Iranian Studies Executive Committee and as a member of the Internationalization Review Curriculum and Learning subcommittee, informing development of the global pillar of our strategic plan. She is involved at the national level as well, currently in her role as Vice President of the American Institute of Iranian Studies. Her strong campus-wide and community relationships are evident in the range of CMES' proposed collaborators and activities. Title VI support for CMES will position her to build upon and sustain these cross-cutting initiatives and partnerships. Under Dr. Betteridge's leadership CMES will be a critical and sustainable component of UA's international and global studies infrastructure.

Like all centers and institutes at UA, CMES follows a shared governance model in its operations and oversight, and will be subject to annual and periodic review.

UA is committed to ensuring that federal funds are stewarded wisely and have strong return on investment. Should CMES' proposal be selected for funding, UA will commit over \$1.9 million in center support over the course of the four-year grant cycle. This includes a total of \$456,122 in central strategic investment funds from the Offices of the Provost, Vice President for Research, and Vice President for Global Initiatives to support curricular development, student success, research initiatives, outreach, strategic planning, and evaluation; and \$1,456,818 from the College of Social & Behavioral Sciences (SBS) to staff the center and support collaborative workshops and events. CMES is one of four Title VI center proposals being submitted by UA. Their collective presence and collaborations will elevate the collective impact of international studies expertise at UA and in the region. All are receiving substantial institutional commitments commensurate with their institutional significance and our confidence in them.

Sincerely,

A handwritten signature in black ink, reading "Jeffrey B. Goldberg". The signature is fluid and cursive, with the first name "Jeffrey" being more prominent and the last name "Goldberg" written in a similar style.

Jeffrey B. Goldberg  
Acting Senior Vice President, Academic Affairs-Provost  
Professor, Department of Systems and Industrial Engineering  
University of Arizona



June 15, 2018

**Teaching, Learning and Sociocultural Studies  
Department**

1430 E. Second Street  
P.O. Box 210069  
Tucson, AZ 85721-0069

Tel: 520-621-2928  
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To Whom It May Concern:

I am delighted to write in support of the Internationalization Initiative proposed by the University of Arizona (UA) Center for Latin American Studies (CLAS) and Center for Middle Eastern Studies (CMES). The project to bring international content and perspectives into the training of pre-service teachers responds to a pressing need in the state of Arizona. International topics are included as areas of study in a number of the state teaching standards, yet few teachers are trained to present them.

The Department of Teaching, Learning and Sociocultural Studies (TLS) in the UA College of Education is well positioned to be a partner in internationalization of pre-service teacher training and, by extension, of the K-12 curriculum. TLS includes teacher certification programs, among them elementary education (K-8) and, at the graduate level, the Teach Arizona program, which leads to a master's degree with teaching certification in a number of subjects for middle and high school classes (grades 7-12).

The Internationalization Initiative we have discussed with our CMES and CLAS colleagues will be led in the College of Education by Dr. Alberto Arenas, a faculty member in TLS and who focuses on comparative/international education, curriculum development, environmental education, and experiential learning. In collaboration with the CMES and CLAS outreach coordinators, he will work with the graduate assistants hired through the project to develop new curriculum with international content. The development of international studies curriculum units will be encouraged and facilitated by project workshops involving both pre-service and in-service teachers. We trust that they will find the experience and interactions to be both productive and inspiring. As part of the project, we also plan to develop an international studies certificate for pre-service teachers who participate in a specified number of relevant classes, workshops, and institutes. It will be a pleasure to work out the details of the collaboration with CMES and CLAS.

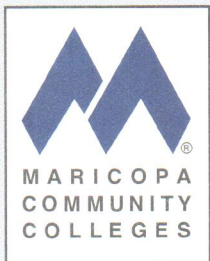
I am glad that the project includes funds to share Internationalization Initiative results with teachers and other members of the K-12 education community at local, regional, and national conferences. I look forward to seeing the University of Arizona take its place as a leader in strengthening the K-12 curriculum through international studies' curriculum development and teacher preparation. We are dedicated to providing all children in the region with a high-quality education, in which international content has a key role to play. The incorporation of international perspectives is particularly important in southern Arizona, a diverse multi-cultural region close to an international border.

Sincerely,



Interim Department Head

Page | 1



www.maricopa.edu

**International and  
Intercultural Education**

Division of  
Academic and  
Student Affairs

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June 13, 2018

To Whom It May Concern:

I was delighted to learn that three University of Arizona (UA) centers are applying for US Department of Education National Resource Center support and another as a Language Resource Center -- and also that collaboration with community colleges is a priority for grant-funded projects.

The Maricopa County Community College District (MCCCD) has had very positive experience working with the UA Center for Latin American Studies (CLAS) and the Center for Middle Eastern Studies (CMES) in part via their participation in MCCCD's global forums and conferences. In recent years our faculty have been enthusiastic participants in the community college educators' workshops put on by CLAS, CMES and the Center for Educational Resources in Culture, Language and Literacy (CERCLL). We look forward to the involvement of the new Center for International and Global Studies (CIGS) as well. The centers' directors and outreach coordinators are wonderful colleagues, dedicated to sharing international studies knowledge and we are truly grateful to be working with them.

MCCCD includes ten colleges in the greater Phoenix area, serves over 200,000 students, and is committed to international and intercultural education and globalization efforts. Five of our colleges are Hispanic Serving Institutions and one is a Minority Serving Institution. The District's Office of International and Intercultural Education hosts a biannual Global Engagement conference and annual Global Forums. The one-day Global Engagement conference offers important opportunities for the centers to give presentations and engage with our faculty in the conference exhibit area. The Global Forum is usually focused on a particular country or region. Working with the centers addresses a need we have to secure qualified speakers for the Global Forum. An internationalization partnership with all four centers will be a perfect match to assure that our many interested faculty members are able to hear from a varied roster of well-qualified area studies experts.

Due to the active involvement of CMES' outreach director, Lisa Adeli, MCCCD developed a particularly close relationship with the Center for Middle Eastern Studies over the last few years. Perhaps most notably, Maricopa was awarded a Fulbright-Hays Group Projects Abroad Curriculum Development grant to take a team of Arizona educators to the Balkans in the summer of 2017. Dr. Adeli and I co-led the program, which was planned in collaboration with CMES. As a result

*A Community of Colleges...Colleges for the Community*

| Chandler-Gilbert | Estrella Mountain | GateWay | Glendale | Mesa |  
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The Maricopa Community College District is an EEO/AA institution.



of the program our spring 2018 Global Forum focused on Bosnia, Albania, and the history of Muslims in Europe. We look forward to expanding our collaborative programming with UA's Title VI centers in ways that will benefit both our faculty and students.

I understand that the centers have developed an International Studies Partnership Program (ISPP) to which community college faculty members may submit curriculum development proposals. ISPP fellows receive UA library privileges during their fellowship and each works with a UA faculty resource partner as an area expert. I am very pleased that the UA centers want to extend the program to include our faculty; it will constitute a meaningful form of professional development.

US Department of Education 2018-2021 funding of the centers will result in Maricopa's significant collaboration with three National Resource Centers and a Language Resource Center. This will serve to strengthen our global and international studies curriculum, and by extension increase our students' learning in these areas, and create a strong, multi-stranded relationship between the Maricopa County Community College District and all four centers.

My colleagues and I look forward to deepening our working relationship with UA's National Resource Centers and Language Resource Center.

Sincerely,



Kathryn Howard  
Program Manager, International and Intercultural Education  
Maricopa County Community College District



901 North Colombo Avenue – Sierra Vista, AZ 85635-2317 – 520-515-0500 – [www.cochise.edu](http://www.cochise.edu)

June 11, 2018

To Whom It May Concern:

I am writing to express my support for a sustained partnership between Cochise College (a two-campus and two-center community college), and four centers at the University of Arizona (UA): the Center for Educational Resources in Language, Culture, and Literacy (CERCLL), the new Center for Global and International Studies (CIGS), the Center for Latin American Studies (CLAS), and the Center for Middle Eastern Studies (CMES). The partnership to internationalize the Cochise curriculum dovetails with Cochise College's mission by providing "accessible educational opportunities that are responsive to a diverse population..." and helping students to enrich their quality of lives by enabling them to better understand the world they live in.

We welcome the opportunity to internationalize the curriculum through a Cochise College faculty collaboration with UA faculty in the International Studies Partnership Program, in which a number of our faculty have already worked successfully with CMES. Many Cochise College classes can benefit from inclusion of carefully developed international content. Our faculty members continue to enjoy and learn from participation in substantive international studies weekend workshops for community college educators sponsored by CERCLL, CLAS and CMES, and appreciate the financial support that facilitates their participation. Involvement of CIGS faculty will further enrich workshop content and the value of the program to our faculty.

My colleagues, Tanya Biami, Art and Humanities Department Chair, and Dr. Ceci Lewis, English Department Chair, look forward to collaborating around the Cochise College Multicultural Film Series. Internationally-themed additions to the series will be of particular interest to Cochise students and faculty as well as community members, as the series is open to the public.

We appreciate the centers' offer to introduce high quality films about important issues in Latin America, the Middle East, and around the globe; provide well-qualified speakers to discuss the films; and build additional international studies activities around the film screenings. We are eager to develop these and other opportunities for Cochise students and the southeastern Arizona community in collaboration with the UA centers.

I understand that, should the centers succeed, the partnership will be created through a US Department of Education-funded project over four years, beginning in academic year 2018-19. I look forward to the proposed internationalization project, support of which would be an excellent use of federal funds. I am confident that the relationships and curricular transformation the partnership facilitates will be long lasting.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Eric Brooks', with a long horizontal flourish extending to the right.

Eric Brooks, M.Ed., Ph.D.  
Dean of Liberal Arts,  
Cochise College  
[brookse@cochise.edu](mailto:brookse@cochise.edu)  
(520) 515-3624 (Sierra Vista Campus)

# TUCSON UNIFIED SCHOOL DISTRICT

## Office of the Superintendent

June 4, 2018

The Review Committee  
National Resource Centers and FLAS Fellowship Programs  
United States Department of Education

Dear Members of the NRC/FLAS Review Committee:

It is a great pleasure to express my support for the University of Arizona (UA) Center for Middle Eastern Studies' (CMES) request for support as a National Resource Center (NRC) from the US Department of Education.

The Tucson Unified School District (TUSD) supports academically high standards of learning for all children and design of curriculum that is culturally relevant for our diverse student population. TUSD has the largest enrollment of any school district in Tucson, Arizona—47,267 in 2017. Our student population includes 64% Hispanic, 6 % African American, and 3.6% Native American students. Among TUSD's strategic priorities are the provision of purposeful and collaborative professional development for teachers and administrators, and the increase and support of foreign language options for all students. UA's CMES contributes to TUSD's achievement of these goals.

TUSD schools, teachers and students have benefited from collaborations with CMES. Since 2006, these collaborations have been led by Dr. Lisa Adeli, CMES' dedicated and knowledgeable Director of Educational Outreach, who has a background in high school teaching. TUSD teachers participate in CMES' professional development workshops, often offered with the UA Center for Latin American Studies. Many TUSD teachers use CMES' Speakers Bureau to invite classroom speakers on Middle East topics; borrow books, videos, and culture kits from CMES' Outreach Library; and enjoy visits from authors of Middle East-related children's books invited to Tucson by CMES. A TUSD elementary school teacher participated in a CMES-run Fulbright-Hays curriculum building project to Oman and Zanzibar. CMES is active in programs that provide training for TUSD student teachers. US Department of Education NRC funding makes all these activities possible through support of CMES' outreach program.

Most noteworthy is CMES' longstanding relationship with Cholla High School (CHS), a school with a predominantly Hispanic student population (82%) that also includes 7% Native American students. Adeli has co-taught or taught a Middle East Studies course at CHS since 2009. She worked hard to gain dual credit status for the class, which allows excellent students to obtain a semester's UA credit for the year-long course. Adeli negotiated reduced UA tuition for the students, and routinely raises funds to assure their tuition is paid. The class is included in the TUSD catalog and can be taught in additional schools; Adeli plans over the next few years to train other teachers to do so.

At CHS she helped write grant proposals to secure US Department of State and other support for teaching Arabic in TUSD schools. CMES sends UA Arabic instructors to observe classes and advise Arabic instructors at CHS and other schools, and invites TUSD Arabic instructors to UA language pedagogy workshops. We are proud of students who studied Arabic and the Middle East at CHS and have gone on to graduate from the UA in Middle East studies or Global Studies.

We look forward to building on TUSD's productive collaboration with CMES and urge you to support the center's application for future National Resource Center funding.

Respectfully,



Gabriel Trujillo, Ed.D.  
Superintendent



### **Information Requirement 1: Diverse Perspectives in Funded Activities**

Activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs in multiple ways. The UA Center for Middle Eastern Studies (CMES) will encourage dialogue, debate and critical thinking through presentation of a variety of programs, including public forums on current issues, lectures by individual scholars, cultural events, support for excellence in teaching and learning, and carefully planned outreach activities. While no single event can represent all views on a given subject, a wide range of perspectives will be represented over the course of the entire grant period. In all grant-funded activities, CMES will be concerned to uphold high academic standards and assure respect for participants, thus encouraging responsibly founded discussion.

Decisions about center activities will be reached through discussion among members of the CMES Governing Board, a diverse group of 13 faculty, community members and students. These discussions, too, will assure attention to a wide range of perspectives in center activities. In addition, many CMES events will be co-sponsored with other UA units, which bring additional disciplinary, regional, and scholarly perspectives to bear in the understanding and analysis of Middle East issues, e.g. Government & Public Policy, Judaic Studies, and Latin American Studies. Cooperation with a wide range of community groups through co-sponsorship of events will further extend and enrich the range of perspectives reflected in CMES activities.

CMES will advertise its events widely, assuring diverse audiences. This, in turn, will contribute to lively discussion and debate and assure representation of a wide range of views, as all CMES forums and lectures include time for questions from the audience and engagement with speakers. Flyers advertising events will be posted across campus. Announcements of public events will appear on the CMES and the UA News websites, be sent to local newspapers for inclusion in community event calendars, and circulate via a center listserv to all interested members of the campus and wider Tucson communities.

Cultural events, too, will offer scope for discussion. For example, knowledgeable speakers will introduce film screenings with background information on the films and their context, and will engage in conversation with audience members. Films will be selected to represent a wide variety of Middle Eastern groups and countries, and, insofar as possible, to reflect over the academic year the array of Middle Eastern languages taught at the UA: Arabic, Hebrew, Persian, and Turkish.

Center outreach activities, as well, bring information about the Middle East to a wide variety of groups, including K-12 teachers, students, community groups, and representatives of business and media. CMES outreach activities that address complex issues will introduce the views of multiple actors to encourage independent decision making and debate among members of the constituency addressed.

In all its activities, CMES honors UA's commitment as a public research university to academic excellence, collegiality and openness, societal impact, and diversity and inclusion. Through responsible encouragement of critical thinking and debate on the Middle East and international affairs, CMES contributes to the realization of these values.



### **Information Requirement 2: Areas of National Need**

The University of Arizona (UA) Center for Middle Eastern Studies (CMES) will encourage government service in areas of national need, as identified by the US Department of Education, as well as in areas of need in the education, business, and nonprofit sectors, by sharing information about job opportunities with students; through presentations on non-academic careers, including government service; awarding FLAS fellowships in priority languages that address national needs: Arabic, Hebrew, Persian and Turkish; and by support of relevant classes, degree programs, and internships.

UA students of Middle East studies have a strong record of entering a variety of careers, including higher education, government service, private business, and nonprofit work. CMES will build on this tradition by linking interested current students with UA graduates employed in careers of interest to the students. Further, CMES will continue to sponsor professional development sessions. In addition to formal presentations, invited speakers will engage in informal conversation with students to advise them on how best to prepare for the career of the speaker's expertise. Many UA students enter Middle Eastern studies precisely because they wish to be of service in international careers and in work with Middle Eastern populations. CMES makes a point of sharing with students information about relevant government and other employment opportunities through posting of listserv announcements and flyers.

Collaborations with professional schools, such as UA's College of Education (CoE), School of Government and Public Policy, and School of Journalism, will provide curricular opportunities to combine Middle East studies with professional education. Students educated in these and related degree programs will be equipped to pursue careers related to Middle East studies in government and key nongovernmental fields. CMES will promote Middle East internship experiences in a variety of fields, for example in Journalism and in Development Practice, providing students with invaluable practical experience and encouraging their pursuit of careers in those key fields. With the new UA Center for International and Global Studies and the Center for Latin American Studies, CMES will further develop the International Curriculum Certificate for COE pre-service teachers. CMES board member Ambassador David Dunford, former US ambassador to Oman and former US deputy ambassador to Saudi Arabia, will advise students interested in US Department of State careers; indeed, he has assisted UA students in obtaining internships that lead to such jobs. Creation of new social sciences positions and courses in Middle East health and in human rights in the Middle East will enhance students' interest and usefulness in government careers. Graduation of students proficient in Arabic, Persian and Turkish interested in government careers responds to national needs as described by USAID, the Departments of Defense, Energy, State, and Transportation, and the Peace Corps. UA involvement with the Project Global Officers (PGO) Program, designed to enhance the Arabic language skills and cultural awareness of ROTC students, will encourage future military officers to prepare for careers involving communication with and work in the Middle East. CMES activities related to nonacademic careers, particularly in government, will be advertised to PGO students.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

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		Arizona Board of Regents, University of Arizona Center for Middle Eastern Studies NRC/FLAS line-item budget	2018-2019 budget	2019-2020 budget	2020-2021 budget	2021-2022 budget
	<b>1.</b>	<b>Personnel</b>				
		<u>CMES Admin</u>				
	a.	Julie Ellison-Speight, Assistant Director (\$62,008 @ 50%) <i>B 1 a</i>	31004	31934	32892	33800
<b>AP2</b>	b.	Lisa Adeli, Director, Educ. Outreach (\$54,363 @ 25%) <i>B 1 a, I</i>	13591	14000	14420	14840
	c.	Megan Young, Program Coord. Sr. (\$44,000 @ 38%) <i>B 1 a</i>	16720	17222	17738	18254
		<u>Student Workers &amp; Graduate Assistants</u>				
	d.	Student workers (\$12/hr., 4 students @ 100 hours each) (e.g. Bianca Sanchez, Ryan Simpson, Ian Thomas) <i>A 1</i>	4800	4944	5092	5240
	e.	GA Communications/Social Media (\$34,200 @ 12.5%) <i>A 1</i>	4275	4403	4535	4667
	f.	GA Pilot Arabic Instruction program (\$34,200 @ 12.5%, 1 semester in year 2) <i>A 1 goal (g)l</i>		2202		
	g.	GA Turkish materials development (\$34,200 @ 25 %, in year 4) <i>A 1 gl</i>				9000
<b>CPP2</b>	h.	GA CoE Internationalization project (\$34,200 @ 12.5%) (Stacy Saathoff) <i>A 1 g4</i>	4275	4403	4535	4667
	i.	GA Outreach (\$34,200 @ 25%) (Renee Spellman) <i>A 1</i>	8550	8806	9070	9334
		<u>Language Instruction</u>				
	j.	Ahmet Okal, Turkish instruction (\$51308 @ 17%) <i>A 1, gl G 3 a</i>	8722	8984	9254	9516

	k.	Mohamed Ansary Abou Shanab, Arabic Instructor, K-14 Arabic articulation (stipend) <i>A 1, g1, A 4</i>	1000	1000	1000	1
		<u>Area Studies</u>				
	l.	TBD, Assistant Professor of Health in the ME, tenure-eligible (\$80,000 @ 50% year 1, 25% year 2) <i>A 1 g2</i>	40000	20000		
	m.	TBD, Assistant Professor of Human Rights in the ME, tenure-eligible (\$80,000 @ 50% year 1, 25% year 2) <i>A 1 g2</i>			40000	20
		<u>Course Development</u>				
	n.	Austin O'Malley, Persian Kingship , some Language across the curriculum-Persian. <i>A 1 g1, G2b, G3a</i>	4000			
	o.	Samira Farwanah, Politics of Language in ME, some Language across the curriculum-Arabic. <i>A 1 g1, G2b, G3a</i>		4000		
	p.	Gokce Gunel, Infrastructure in the Middle East, some Language across the curriculum-Turkish. <i>A 1 g1, G2b</i>		4000		
		<u>Participants in Collaborations</u>				
<b>CPP2</b>	q.	Alberto Arenas, CoE Internationalization Project (stipend) <i>A 1 g4</i>	1000	1000	1000	1
<b>CPP1</b>	r.	Multicultural Film Festival at Cochise College/UA South, UA speaker professional services fee <i>A 1 g3</i>	250	250	250	2
<b>CPP1</b>	s.	Cochise College/UA South symposium, UA speaker professional services fees \$250, 2 in year 4 <i>A 1 g3</i>				5
<b>CPP1</b>	t.	Int'l Studies Partnership program ISPP 3 Cochise/MCC/UA South Faculty Resource Partner Stipends, UA Faculty Stipend @ \$250 per year <i>A 1 g3</i>	750	750	750	7
<b>CPP1</b>	u.	Maricopa Community Colleges Global Forum, UA Faculty speaker professional services fees (\$250, 2 in year 1, 1 in year 3) <i>A 1 g3</i>		500	250	

		<b><u>Total Personnel</u></b>	138937	128398	140786	13
	<b>2.</b>	<b>Fringe Benefits</b>				
	a.	Full-Benefit Employees 31.2%	36516	32336	36677	3
	b.	Graduate Assistants 14.1%	2411	2794	2558	3
	c.	Student Employees 2.0%	96	99	102	1
		<b><u>Total Fringe Benefits</u></b>	39023	35228	39336	3
	<b>3.</b>	<b>Travel</b>				
		<u>CMES Admin Travel</u>				
	a.	Title VI Directors meeting (2 CMES staff @ \$1468 each) (Round trip airfare, \$650; lodging including taxes and fees 2 nights @ \$300; \$59 per diem total \$118, plus \$100 ground transportation)	2936			
	b.	MESA annual mtg travel (2 CMES staff @ \$1827 each) (Round trip airfare, \$650; lodging including taxes and fees 3 nights@ \$300; 3 days at \$59 per diem total \$177, plus \$100 ground transportation)	3654	3654	3654	3
	c.	Community College events ( 220 miles round x.445=\$98 x 2 trips)	196	196	196	
		<u>Faculty Travel</u>				
<b>CPP1</b>	d.	Language Instructor travel to language pedagogy conferences @ \$600 per trip x 3 instructors per year <i>A 1 g1, G3b</i>	1800	1800	1800	1
	e.	Faculty travel to professional conferences at \$250 each x 14 faculty <i>A 1 g5</i>	3500	3500	3500	3
<b>CPP2</b>	f.	CoE Internationalization Project Dissemination \$1827 - 2 person (Round-trip airfare, \$650; lodging including taxes and fees 3 nights@ \$300; 3 nights at \$59 per diem total \$177, plus \$100 ground transportation), in year 4 <i>A 1 g3</i>				3

<b>CPP1</b>	g.	Speaker Travel to Cochise College/UA South for Multicultural Film Series (153 miles round-trip x .445 = \$68, plus per diem of \$32) <i>A I g3</i>	100	100	100	
<b>CPP1</b>	h.	Maricopa Community Colleges Global Forum UA Faculty Speakers Travel Tempe, AZ (220 miles round-trip x .445 = \$98) (2 in year 2 & 1 in year 3) <i>A I g3</i>		196	98	
<b>CPP1</b>	i.	Cochise/UA South Symposium UA Faculty travel to Sierra Vista, AZ (153 miles round-trip @ .445= \$68 plus \$32 per diem = \$100 x 2), in year 4 <i>A I g3</i>				2
		<b><u>Total Travel</u></b>	12186	9446	9348	13
	<b>4.</b>	<b>Equipment</b>				
	<b>5.</b>	<b>Supplies</b>				
	a.	Library acquisitions, ME Studies, including online databases <i>A I g1</i>	3000	3000	3000	3
<b>AP2</b>	b.	Outreach Materials <i>A I g5, I</i>	300	300	300	3
	c.	CMES Resource Center materials <i>A I g5</i>	1000	1000	1000	1
		<b><u>Total Supplies</u></b>	4300	4300	4300	4
	<b>6.</b>	<b>Contractual</b>				
	<b>7.</b>	<b>Construction</b>				
	<b>8.</b>	<b>Other</b>				
		<b><u>Collaborative Efforts</u></b>				
	a.	Online Kurdish Instruction with Western Consortium of ME NRCs <i>A I g1</i>	2500	2500	2500	2
	b.	Online Advanced Persian at UT Austin <i>A I g1</i>	1500	1500	1500	1
<b>AP2</b>	c.	develop international learning modules (\$1000 per learning modules development project in year 2 and 3) <i>A I g4</i>		1000	1000	

<b>CPP1</b>	d.	Cochise College symposium, 6 speakers @ \$100 each in year 4 <i>A 1 g3</i>				6
<b>CPP1</b>	e.	Int'l Studies Partnership program( ISPP) Cochise/MCC/UA South Faculty Stipend @ \$500 x 3 per year <i>A 1 g3</i>	1500	1500	1500	1
		<u>Conference, Workshops and Lectures</u>				
<b>CPP1</b>	f.	Community College International Studies workshops <i>A 1 g3</i>	1500	1500	1500	1
	g.	ME Language Pedagogy Workshop Western Consortium NRCs in year 3 <i>A 1 g1</i>			3000	
	h.	Comparative Borders and Migration Conference (w/Ctr for Latin American Studies) in year 2 <i>A 1 g5</i>		1500		
	i.	N. American Conference in Iranian Linguistics in year 1 <i>A 1 g5</i>	500			
	j.	Arabic Linguistics Society Symposium in year 2 <i>A 1 g5</i>		1000		
	k.	American Literary Translators Association Conference in year 2 <i>A 1 g5</i>		500		
	l.	CERCLL-Intercultural Competence Conference <i>A 1 g5</i>		500		5
	m.	CERCLL - Tucson Meet Your Languages <i>A 1 g5</i>	250	250	250	2
	n.	CERCLL- UA Campus Language Fair <i>A 1 g5</i>	250	250	250	2
	o.	CERCLL- Language Faculty Best Practices Workshop <i>A 1 g5</i>	500	500	500	5
	p.	Visiting lecturers <i>A 1 g5</i>	6250	6250	6250	6
	q.	MENA Graduate conference speaker <i>A 1 g5</i>	250	250	250	2
	r.	MENA-Undergrad conference speaker <i>A 1 g5</i>	250	250	250	2
		<u>Evaluation</u>				
	s.	Language Program Evaluation - Turkish in year 2 <i>A 1 g1, C3a</i>		2500		
	t.	Language Program Evaluation - Persian in year 4 <i>A 1 g1, C3a</i>				2





N.B. *Narrative references are noted below budget items*

Key to Priorities satisfied by budget items

***AP*** COSTS ASSOCIATED WITH NRC ABSOLUTE PRIORITIES

***CPP1*** COSTS ASSOCIATED WITH NRC COMPETITIVE PREFERENCE PRIORITY 1

***CPP2*** COSTS ASSOCIATED WITH NRC COMPETITIVE PREFERENCE PRIORITY 2

***FCPP2*** COSTS ASSOCIATED WITH FLAS COMPETITIVE PREFERENCE PRIORITY 2

## BUDGET NARRATIVE

University of Arizona Center for Middle Eastern Studies  
Title VI NRC/FLAS 2018-2021 Proposal Budget

### National Resource Center Program

#### 1. PERSONNEL

Note regarding Salaries: Project years following year one include an estimated increase of 3% each project year for those for whom grant funds will pay part of their base salary; increases are not included for those who receive supplementary pay from grant funds. In cases where someone's hourly wage may increase year-to-year, increases have been included (e.g. Student Assistants 1.d.).

##### Administration

- a. Assistant Director, Julie Ellison-Speight – Funds are requested for 50% of salary @ \$62,008 for project year one and subsequent years. Dr. Ellison-Speight manages many aspects of project implementation and day-to-day management of the center, organizes events, prepares progress reports, plans study abroad and virtual exchange programs, and serves as the FLAS fellowship coordinator. The balance of the assistant director's salary is provided by UA funds.
- b. Director of Educational Outreach, Lisa Adeli—Funds are requested for 25% of salary @ \$54,363 in project year one and subsequent project years. Dr. Adeli coordinates CMES' extensive program of outreach to K-16 schools, the public, and members of business, media, and government communities. The balance of the outreach director's salary is provided by UA funds.
- c. Program Coordinator, Sr., Megan Young –Funds are requested for 38% of salary @ \$44,000 for project year one and subsequent years. The Program Coordinator, Sr. assists in managing all aspects of project implementation, manages CMES book and video collections, organizes CMES' film series, collects data for reports and proposals, hires and trains student workers, manages equipment orders, and prepares progress reports. The balance of the program coordinator's salary is provided by UA funds.

##### Student Workers and Graduate Assistants

- d. Student Assistants  
Funds are requested for part-time undergraduate student assistants in each year of the grant cycle. Student workers staff the front desk, distribute flyers, and provide assistance in setting up for, filming, and cleaning up after events. (Current assistants: Sanchez, Simpson, Thomas.)  
Detail: Student assistant @ \$12/hr x 100 hours x 4 assistants=400 hours, Total: \$4,800.
- e. Graduate Assistant for Communications and Social Media (TBD)  
Funds are requested for a GA for communications and social media in each year of the grant cycle. GA responsibilities will include writing news articles on current center events and the resources that they create, updating center social media presence and websites, creating advertising material, and assisting with newsletters and email-marketing. This position will be shared and co-funded by UA Title VI centers  
Detail: \$34,200 @ 12.5 % = \$4,275 in Year 1, in Year 1, with 3% raises in subsequent years.

- f. Graduate Assistant for a Pilot Arabic Instruction Program  
Funds are requested in one semester of Year 2 for a GA to assist with instruction and grading in M. Azaz's elementary Arabic class, in which he will pilot new techniques to develop linguistic complexity in learners of Arabic as a foreign language. UA and CERCLL will also contribute toward the position, which will be @ 25% throughout Year 2.  
Detail: GA @ \$34,200 @ 12.5% = \$2,202, with raises of 3% in subsequent years.
- g. Graduate Assistant for teaching Turkish and developing Turkish language-teaching materials  
Funds are requested in Year 4 for a graduate assistant with proficiency in Turkish from the Second Language Acquisition & Teaching doctoral Graduate Interdisciplinary Program. GA duties will be developed in part based on recommendations made in the Turkish language program review in Year 2, a plan for any needed alterations will be agreed upon and initiated in Year 3, and further implemented in Year 4.  
Detail: \$34,200 @ 25% = \$9,342.
- h. Graduate Assistant, CoE Internationalization Project  
Funds are requested in each year of the grant cycle for a GA to assist in managing the International Curriculum Certificate (ICC) program for undergraduate pre-service teachers in the UA College of Education (COE). The GA will be shared and co-funded by COE and UA TVI centers that participate in the ICC program.  
Detail: GA salary of \$34,200 @ 12.5%/yr = \$4,275 in Year 1, with 3% raises in subsequent yrs.
- i. Graduate Assistant for Outreach  
Funds are requested in each project year for a GA to assist with organizing, advertising, and implementing outreach activities for K-16 and public communities.  
Detail: GA salary of \$34,200 @ 25%/yr = \$8550 in Year 1, with 3% raises in subsequent years.

#### Language Instruction

- j. Turkish Language Instructor, Ahmet Okal – Funds are requested for 17% salary @ \$51,308 for project year one and subsequent years. The Turkish Language Instructor will teach 3 classes per semester in beginning, intermediate, and advanced Turkish in project Years 1-4. The balance of Dr. Okal's salary is provided by UA funds.
- k. Language Articulation, Instructor, Arabic, Mohammed Ansary Abou Shanab – Funds are requested for a \$1000 stipend for project year one and subsequent years. Mr. Ansary will work with local K-14 teachers of Arabic to enhance teachers' Arabic language pedagogical skills and smooth students' transition to Arabic study at the university level.

#### Area Studies Instruction

- l. Seed money for an Assistant Professor of Health in the Middle East, tenure-eligible (TBD), a new position in the College of Social & Behavioral Sciences (SBS). Funds are requested for 50% @ \$80,000 (\$40,000) in Year 1 and 25% (\$20,000) in Year 2. The UA Provost will cover 50% of the salary in Year 1 and Year 2. SBS will cover 25% of the salary in Year 2 and fully support the position in subsequent years. The Assistant Professor will be located in an SBS unit and will teach 2 courses per semester.

- m. Seed money for an Assistant Professor of Human Rights in the Middle East, tenure-eligible (TBD), a new position in the College of Social & Behavioral Sciences (SBS). Funds are requested for 50% @ \$80,000 (\$40,000) in Year 3 and 25% (\$20,000) in Year 4. The UA Provost will cover 50% of the salary in Year 3 and Year 4. SBS will cover 25% of the salary in Year 4 and fully support the position in subsequent years. The Assistant Professor will be located in an SBS unit and will teach 2 courses per semester.

#### Course Development

- n. "Persian Kingship." In Year 1 Assistant Professor Austin O'Malley will develop a new course on Persian kingship. In association with the class, he will develop a set of readings in Persian on the course topic for students who are proficient in Persian. Total: \$4,000
- o. "Politics of Language in the Middle East." In Year 2 Associate Professor Samira Farwaneh will develop a new course on politics of language in the Middle East. In association with the class, she will develop a set of readings in Arabic on the course topic for students who are proficient in Arabic. Total: \$4,000
- p. "Infrastructure in the Middle East" In Year 2 Assistant Professor Gokce Gunel will create a new version of her class on Infrastructure in the Middle East to be an Honors seminar. In association with the class, she will develop a set of readings in Turkish on the course topic for students who are proficient in Turkish. The course will be taught as a MENAS 400/500 level course in alternate years, when Turkish readings will be most relevant. Total: \$4,000

#### Participants in Collaborations

- q. Alberto Arenas, Associate Professor of Practice, Department of Teaching, Learning & Sociocultural Studies, College of Education (CoE), will work closely with the RA who manages the International Curriculum Certificate Program, assure its integration into COE classes, and assist with dissemination of project results in Year 4. Funds are requested in each year of the project for CMES' contribution of \$1000 for a professional services fee, to which the three participating UA centers (CIGS, CLAS, CMES) will each contribute an equal sum. Total CMES: \$1000/yr.
- r. Professional services fee of \$250 for a UA faculty member to discuss a film at the Multicultural Film Series held at Cochise College (or UA South) in each project year. Total: \$250/yr.
- s. Professional services fees of \$250 each for 2 UA faculty members (total \$500) to speak at an international studies symposium at Cochise College/UA South in Year 4; ISPP participating faculty will present results of their curriculum internationalization projects. UA TVI centers will collaborate in planning the symposium. Total: \$500 in Year 4.
- t. Faculty resource partner professional services fees of \$250 each for 3 UA faculty members in each grant year to serve as content specialists for ISPP fellows developing new Middle East studies curriculum at Cochise College, Maricopa Community Colleges, or UA South. The ISPP project will be a collaboration with CERCLL, CIGS and CLAS, which also support ISPP fellows. Total: \$750/yr.

- u. Professional services fees of \$250 each for 3 UA faculty speakers to participate in the Maricopa Community Colleges Global Forum in Years 2 (2 speakers) and in Year 3 (1 speaker). Total \$750.

## **2. FRINGE BENEFITS**

The following are the fringe benefits rates for UA:

- a. Full-benefit employees (faculty and staff) – 31.2 %
- b. Graduate assistants – 14.1% with mandatory tuition remission per semester of \$5,743 @ .50 FTE or \$2,872 @ .25 FTE or lower
- c. Student employees – 2%.

## **3. TRAVEL**

### CMES Admin Travel

- a. Title VI Directors' Meeting in Washington, DC  
Funds are requested in project Year 1 to support 2 CMES staff—CMES Director and Assistant Director—to travel to a US Dept. of Education Title VI Directors' meeting.  
\$1468 per person, Total: \$2936 for 2 people,  
Detail: Round-trip airfare @ \$650, Ground transportation/parking @ \$100,  
Lodging – 2 nights @ \$300/night=\$600; Per diem: \$118 (2 days @ \$59).
- b. Middle East Studies Association (MESA) annual meeting (e.g. Washington, DC)  
Funds are requested to support MESA meeting participation for 2 CMES representatives, CMES Director and Assistant Director, during each year of the project. (NB: Outreach Coordinator has a non-TVI travel budget.) \$1827/person, Total: \$3654 for 2 people.  
Detail: Round-trip airfare @ \$650, Ground transportation/parking @ \$100  
Lodging – 3 nights @ \$300/night=\$900; Per diem \$177 (3 days @ \$59).
- c. Maricopa County Community Colleges District (MCCCD), Tempe, AZ events  
Travel for Outreach Director Travel twice each grant year for the MCCCD Global Engagement Conference and the MCC Global Forum.  
Detail: 220 miles round-trip @ 44.5 cents/mile=\$98 x 2 trips = \$196/yr.

### Faculty Travel

- d. Language Pedagogy Training Conferences and Workshops  
Funds are requested @ \$1800 during each year of the project for 3 UA language instructors per year @ \$600 each to participate in language pedagogy training workshops nationwide.
- e. Professional Development, travel to professional conferences  
Funds are requested for all years of the project for 14 faculty members to travel each year to Middle East Studies-related professional conferences @ \$250 each. Total: \$3500.
- f. Dissemination of CoE curriculum internationalization project results  
Funds are requested for a CoE representative and the CoE project RA to present results of the COE curriculum internationalization project at a national teachers' conference in year 4.  
\$1827/ person, Total: \$3654 for 2 people  
Detail: Round-trip airfare @ \$650, Ground transportation/parking @ \$100  
Lodging – 3 nights @ \$300/night=\$900; Per diem \$177 (3 days @ \$59).

- g. Cochise College/UA South Multicultural Film Series discussant travel  
Funds are requested @ \$100 during each year of the project for 1 UA faculty member's round-trip travel from Tucson to Sierra Vista, AZ to serve as a discussant for a Cochise College Multicultural Film Series screening, which may occasionally be held nearby at UA South. Detail: round-trip travel from Tucson to Sierra Vista, AZ @ 153 miles @ .445/mile mile=\$68 plus \$32 per diem, Total: \$100.
- h. Maricopa Community Colleges Global Forum Speakers Travel  
Tucson to Tempe, AZ CMES will send two UA faculty speakers in Year 2 (\$196) and one UA faculty speaker in Year 3 (\$98).  
Detail: 220 miles round-trip @ .445/mile=\$98.
- i. Cochise/UA South Symposium  
Funds are requested in Year 4 for 2 UA faculty travel to Sierra Vista, AZ to participate in an international studies symposium at Cochise College/UA South; ISPP participating faculty will present results of their curriculum internationalization projects. Detail: 153 miles round-trip @ .445/mile=\$68 + \$32 per diem=\$100/ea, x 2 = \$200.

#### **4. EQUIPMENT**

N/A

#### **5. SUPPLIES**

- a. Library Acquisitions in Middle East Studies materials, some in Arabic, Hebrew, Persian, and Turkish, including online databases, during each year of the project @ \$3,000/yr.
- b. Teaching and Outreach Materials  
Funds are requested during each year of the project @ \$300 per year. The materials will include books, videos, and other items selected by the CMES Outreach Coordinator to supplement the CMES Outreach Collection. Materials may be borrowed by K-14 teachers and by pre-service teachers for classroom use.
- c. CMES Resource Center Materials  
Funds are requested in each year of the project @ \$1,000 per year for CMES Resource Center materials. Materials include books and videos for CMES' ME library book and video collections; materials are available for faculty, student, teacher, and community member check-out.

#### **6. CONTRACTUAL**

N/A

#### **7. CONSTRUCTION**

N/A

#### **8. OTHER**

##### Collaborative Efforts

- a. Online beginning Kurdish language instruction  
Funds are requested in each year of the project to support the development in Year 1 and teaching in Years 2-4 of online beginning Kurdish (Kurmanji). Funds will contribute to costs of

training the instructor in current online pedagogical techniques [e.g. CARLA online class on “Transitioning to Teaching Language Online” (\$550 + \$65 books) and “Using the Web for Communicative Language Learning” (\$350)]. Funds will also support hourly wages for the instructor, estimated at \$25/hour. The class will be offered through the UA Critical Languages Program, which has worked regularly with Kurdish instructor Mutlu Civiroglu (See Faculty Profiles). This will be supported jointly by some Western Consortium NRCs. Total: \$2,500/yr.

- b. Online Advanced Persian Course Development  
Funds are requested in each year of the project @ \$1,500 to support the development and teaching of an advanced online course in Persian at UT Austin.  
This activity will be supported jointly by some Western Consortium NRCs. Total: \$1,500/yr.
- c. College of Education World of Words K-12 Global Literacies Project  
Funds are requested in Year 2 and Year 3 to provide small grants to K-12 teacher cohorts nationwide to develop global/international learning modules to be used in their teaching. The UA Center for International & Global Studies also plans to support the project.  
Detail: Grants of \$1,000 each in Year 2 and Year 3.
- d. Cochise College International Studies Symposium speakers  
Funds are requested in Year 4 for an international studies symposium at which Cochise College faculty who have been International Studies Partnership Program (ISPP) Fellows will present results of their curriculum internationalization projects.  
Detail: \$100 professional services fee per speaker x 6 speakers = \$600.
- e. International Studies Partnership Program (ISPP) Fellow Stipends  
Funds are requested in each project year for ISPP Fellow Stipends for Cochise College, Maricopa Community Colleges, and UA South faculty members who complete curriculum internationalization projects. The ISPP project will be a collaboration of UA TVI centers, each of which will sponsor ISPP fellows.  
Detail: Stipend of \$500 per ISPP fellow per semester x 3 ISPP Fellows/yr. Total: \$1,500/yr.

#### Conferences, Workshops and Lectures

- f. Community College International Studies Workshops  
Funds are requested in each project year to support the participation of community college instructors in an annual weekend international studies workshop. Funds will support lodging costs for instructors who travel more than 60 miles to participate in the workshop. The workshops will be conducted in collaboration with other UA TVI centers.  
Detail: Hotel @ \$150/night x 10 instructors = \$1,500/yr.
- g. Western Consortium Middle East Language Pedagogy Workshop  
Funds are requested in project year 3 for funds in support of a language pedagogy workshop, a collaborative activity of the Western Consortium of Title VI Middle East National Resource Centers. UA will host the workshop, which will present current issues and methods in pedagogy. Participants will include K-16 teachers of ME languages.  
Detail: \$250 Keynote speaker professional services fee, 6 regional ME language instructors Lodging @ \$150/night x 6 = \$900, student assistants @ \$15 x 40 hours=\$600, filming of workshop presentations \$25/hour @ 10 hours = \$250, 5 speakers’ professional services fees @ \$200 = \$1,000. Total: \$3,000.

- h. Comparative Borders and Migration Conference  
Funds are requested in Year 2 for a conference organized in collaboration with the UA Center for Latin American Studies. Funds will support invitation of a Middle East studies expert on migration and refugee issues.  
Detail: Speaker's professional services fee @ \$250; Roundtrip airfare @ \$450; Hotel @ 3 nights @ \$200/night=\$600; Per diem @ \$50 x 3 = \$150; ground transportation/parking @ \$50.  
Total: \$1,500.
- i. North American Conference in Iranian Linguistics  
Funds are requested in Year 1 to co-sponsor the above-named conference, which will be held in Tucson and benefit UA faculty and students of Persian language, and linguistics. UA faculty member Dr. Simin Karimi serves on the organizing committee. Total: \$500.
- j. Arabic Linguistics Society Symposium  
Funds are requested in Year 2 to co-sponsor the above-named conference, which will be held in Tucson and benefit UA faculty and students of Arabic language and linguistics. UA faculty member Dr. Mahmoud Azaz serves on the organizing committee, and is involving UA colleagues in planning. Total: \$1,000.
- k. American Literary Translators Association (ALTA) Conference  
Funds are requested in Year 2 to co-sponsor the above-named conference, which will be held in Tucson and benefit UA faculty and students of translation studies and of multiple languages, including Middle Eastern languages. ALTA is moving its headquarters to Tucson in 2019; the executive director, a translator of Arabic literature, looks forward to including Middle East content in conference activities. Total: \$500.
- l. CERCLL: Intercultural Competence Conference (ICC)  
Funds are requested in Years 2 and 4 to co-sponsor the UA Language Resource Center, CERCLL's, biennial ICC conference, which is held in Tucson and attracts large attendance, including international participation. The conference provides an exceptional opportunity for UA faculty and students to present and to learn about the latest developments involving intercultural competence in teaching, especially language teaching. Total: \$500 in each of Years 2 and 4.
- m. CERCLL: Tucson Meet Your Languages  
Funds are requested in each project year for co-sponsorship with the UA Language Resource Center, CERCLL, of a large new language-related booth at Tucson's annual weekend-long Tucson Meet Yourself festival. The festival will provide an excellent opportunity to acquaint community members, including students and their parents, with information about LCTLs, especially those offered at UA. Total: \$250/yr.
- n. CERCLL: UA Campus Language Fair  
Funds are requested in each project year for co-sponsorship with the UA Language Resource Center, CERCLL, of a new language fair at the UA, to begin in 2018-19. The fair will include booths to introduce and promote all languages taught at the UA. CMES will assure ample representation of Middle Eastern languages. Total: \$250/yr.



- o. CERCLL: Language Faculty Best Practices Workshop  
Funds are requested in each project year to co-sponsor with the UA Language Resource Center, CERCLL, a workshop series and working groups for UA faculty and graduate students to share ideas based on current data, research and best practices in language teaching. CMES' involvement will assure Middle East language instructor participation. Total: \$500/yr.
- p. Visiting Lecturers  
Funds are requested during each project year to invite 8 lecturers @ approximately \$780 each to help support the costs of bringing to the UA expert speakers in Middle East studies fields. Funds will help support speakers' professional services fees and travel costs; additional costs will be paid by co-sponsorships from other interested UA units. Each year one of the speakers will focus on a non-academic career related to the Middle East (e.g. Business, Government, Journalism, Law, Public Health). Total: \$6250/yr.
- q. MENA Graduate Student Conference Speaker  
Funds are requested for each project year @ \$250 per year to help support costs of a professional services fee for a keynote speaker at the annual UA Middle East North Africa Graduate Students Organization conference. The 19<sup>th</sup> annual conference will take place in Spring 2019.
- r. Middle East Studies Undergraduate Conference  
Funds are requested during each project year @ \$250 per year to help support the costs of a speaker's professional services fee for an annual UA undergraduate Middle East studies conference.

#### Evaluation

The UA has committed to provide CMES with \$3700 each project year to support professional evaluation services for the center, so no professional evaluation expenses appear in the budget.

- s. Language Program Evaluation - Turkish  
Funds are requested during project year 2 @ \$2500/year for an outside Middle East language pedagogy specialist to conduct an evaluation of the Turkish language program. Detail: Funds will cover evaluator travel (\$650 airfare, 3 nights hotel @ \$200 X 3 nights = \$600, and 4 days per diem @ \$50=\$200, ground transportation @ \$50 and a professional services fee of \$1000). Total: \$2500 in Year 2.
- t. Language Program Evaluation – Persian  
Funds are requested during project year 4 @ \$2500/year for an outside Middle East language pedagogy specialist to conduct an evaluation of the Persian language program. Detail: Funds will cover evaluator travel (\$650 airfare, 3 nights hotel @ \$200 X 3 nights = \$600, and 4 days per diem @ \$50=\$200, ground transportation @ \$50 and a professional services fee of \$1000). Total: \$2500 in Year 4.

#### Outreach Activities

- u. K-14 Workshops, Participant Expenses  
Funds are requested during each year of the project to support participation of 6 teachers from outside Tucson in international studies workshops @ \$100 per educator.  
Detail: round-trip travel from Tucson to e.g. Sierra Vista, AZ @ 153 miles @ .445/mile mile=\$68 plus \$32 per diem, Total: \$600/yr.

- v. K-14 Workshop Speakers  
Funds are requested for 7 professional services fees @ \$100 each for speakers in each year of the project. Speakers will give presentations on the Middle East at thematic workshops for K-14 educators. Total: \$700/yr.

#### Tuition Remission for Graduate Assistants

- w. Tuition remission is a mandatory benefit for UA students employed as Graduate Assistants/Associates (GA). The cost of tuition remission is directly billed back to accounts funding Graduate Assistants/Associates in the pay period, rather than considered as fringe benefits. Tuition remission is not available for Summer or Winter terms. In the budget tuition remission rates are increased by 8%/yr. according to university protocol.

### **9. TOTAL DIRECT COSTS**

Year 1: \$228,228  
Year 2: \$222,134  
Year 3: \$232,431  
Year 4: \$230,441

### **10. INDIRECT COSTS**

Calculated at 8%

### **11. TRAINING STIPENDS**

#### **Foreign Language and Area Studies (FLAS) Fellowship Program (FCPP2)**

UA students are eligible to submit applications to annual Foreign Language and Area Studies (FLAS) fellowship competitions. The 13-member CMES Governing Board, composed of UA Middle East studies faculty and a community member, serves as the FLAS selection committee. Applicants submit personal statements, transcripts, and letters of recommendation to demonstrate the importance of Middle East language study to their academic and career goals. CMES' Board selects academic year and summer fellows based on academic merit and the centrality of Middle East language study to their academic programs, taking into account any announced federal priorities and with attention to financial need as determined by the Estimated Family Contribution. The Board also provides a ranked list of alternates. Fellows must take Middle East language classes proposed in their applications and approved by the Board, as well as a non-language Middle East studies class each semester. Fellows report information about their course of study in the federal International Resource Information System, and take proficiency tests prior to and at the close of their award periods to demonstrate progress in language proficiency.

Funds are requested for each project year for a total of \$315,000 in FLAS fellowships for UA students. These consist of:

#### 5 Graduate Academic Year Fellowships

- a. Institutional payment @ \$18,000/yr x 5 = \$90,000  
b. Subsistence allowance @ \$15,000/yr x 5 = \$75,000

#### 8 Undergraduate Academic Year Fellowships

- c. Institutional payment @ \$10,000/yr x 8 = \$80,000  
d. Subsistence allowance @ \$5,000/yr. x 8 = \$40,000

#### 4 Summer FLAS Fellowships

- e. Institutional payment @ \$5,000 x 4 = \$20,000  
f. Subsistence allowance @ \$2,500 x 4 = \$10,000

All fellowships will be awarded in priority languages (Arabic, Hebrew, Persian, and Turkish).  
Total per year in FLAS fellowships: \$315,000

**12. TOTAL NRC + FLAS FELLOWSHIPS**

**Year 1: \$561,486**

**Year 2: \$554,905**

**Year 3: \$566,026**

**Year 4: \$563,876**